

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

Centers for International Business Education

CFDA # 84.220A

PR/Award # P220A140007

Grants.gov Tracking#: GRANT11692391

OMB No. , Expiration Date:

Closing Date: Jul 03, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/30/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Texas A&M University

* b. Employer/Taxpayer Identification Number (EIN/TIN):

746000531

* c. Organizational DUNS:

0202718260000

d. Address:

* Street1:

400 Harvey Mitchell Parkway South

Street2:

Suite 300

* City:

College Station

County/Parish:

Brazos

* State:

TX: Texas

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

77845-4375

e. Organizational Unit:

Department Name:

Mays Business School

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Katherine

Middle Name:

* Last Name:

Kissmann

Suffix:

Title:

Director, Contracts and Grants

Organizational Affiliation:

Texas A&M University

* Telephone Number:

979-862-6777

Fax Number:

979-862-350

* Email:

awards@tamus.edu

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.220

CFDA Title:

Centers for International Business Education

* 12. Funding Opportunity Number:

ED-GRANTS-060314-001

* Title:

Office of Postsecondary Education (OPE): Center for International Business Education Program CFDA Number 84.220A

13. Competition Identification Number:

84-220A2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Texas A&M University: Center for International Business Education

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant TX-017

* b. Program/Project TX-017

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2014

* b. End Date: 09/30/2018

18. Estimated Funding (\$):

* a. Federal	1,450,069.00
* b. Applicant	1,483,947.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	2,934,016.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name: Elizabeth

Middle Name:

* Last Name: Johnston Vasquez

Suffix:

* Title: Proposal Administrator II

* Telephone Number: 979-458-8074 Fax Number: 979-862-3250

* Email: evasquez@tamus.edu

* Signature of Authorized Representative: Elizabeth Johnston Vasquez * Date Signed: 06/30/2014

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Elizabeth Johnston Vasquez	Proposal Administrator II
APPLICANT ORGANIZATION	DATE SUBMITTED
Texas A&M University	06/30/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="n/a"/> * Street 1 <input type="text" value="n/a"/> Street 2 <input type="text"/> * City <input type="text" value="n/a"/> State <input type="text"/> Zip <input type="text"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="n/a"/>		7. * Federal Program Name/Description: <input type="text" value="Centers for International Business Education"/> CFDA Number, if applicable: <input type="text" value="84.220"/>
8. Federal Action Number, if known: <input type="text"/>		9. Award Amount, if known: \$ <input type="text"/>
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="n/a"/> Middle Name <input type="text"/> * Last Name <input type="text" value="n/a"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="n/a"/> Middle Name <input type="text"/> * Last Name <input type="text" value="n/a"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Elizabeth Johnston Vasquez"/> *Name: Prefix <input type="text"/> * First Name <input type="text" value="n/a"/> Middle Name <input type="text"/> * Last Name <input type="text" value="n/a"/> Suffix <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="06/30/2014"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # P220A140007

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA.pdf

Add Attachment

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General Education Provisions Act (GEPA)
Section 427 of GEPA
Texas A&M University

The TAMU System, Texas A&M University and TAMU's Center for International Business Studies (CIBS) have taken strategic measures for many years **to overcome barriers and to provide equitable access and participation regardless of gender, race, national origin, color, religion, disability, age or veteran status** (*a special category at Texas A&M University*) for all CIBE Activities. We are also an equal opportunity, affirmative action employer and are strongly committed to the hiring and selecting staff and faculty, graduate and undergraduate students, and other participants in its programs, both academic and outreach, without reference to or consideration of race, color, national origin, gender, age or disability.

For the 2014-2018 *Activities*, CIBS will take strategic steps to overcome barriers and to promote and solicit students, faculty, and executives that may be under-represented due to gender, race, national origin, color, disability or age, as noted under the Department of Education's General Education Provisions Act (GEPA). CIBS will develop special promotional materials and presentations to advertise its programs to targeted under-represented populations in Texas (Hispanics, African-Americans, women, disabled, veterans, and non-traditional students) including brochures, postcards, podcasts, and targeted emails. CIBS will continue to include under-represented professionals on its Advisory Council as well as under-represented professionals as speakers in many of their programs, to gain diverse perspective and to promote them as role models for others. CIBS will ensure that all information on the CIBE website is accessible to, and usable by all regardless of disability. All participants of CIBE programs will have access to the services of the Texas A&M University Adaptive Technology Services (ATS) which provides adaptive services for those with disabilities such as audio books, book scanning

adaptive software/hardware, and many others. Texas A&M will also provide interpreter services for students and non-academic programs or events upon request.

In order to overcome access and participation barriers, the CIBE initiative has developed a number of *Activities* that have been specifically designed to assist under-represented populations (*A1: Regents Scholars Global Certificate of Achievement; A5: Empowering the Region's Hispanic and Spanish-Speaking Student Population; A10: Summer Culture and Language Institute for Statewide and Regional MSIs; A24: Effectiveness of Offering IB Certification Utilizing MOOCs; A27: Internationalization of Minority-Serving Institutions and Community Colleges; A28: Domestic- Faculty/PhD students FDIB and Language Programs; A29: Overseas –FDIB Programs*).

Texas A&M University (TAMU) will continually seek and take ***strategic action to overcome barriers*** and to provide full access, fair treatment, and participation in its *Activities* in full accordance with the Department of Education's *General Education Provisions Act (GEPA)*. Through these actions the TAMU will bring about greater access and participation by men and women coming from under-represented groups in all TAMU CIBE *Activities*.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Texas A&M University

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

ABSTRACT

Center for International Business Studies, Texas A&M University
Grant Application for the Centers for International Business (CIBE) Program
Dr. Julian Gaspar, Executive Director (jgaspar@mays.tamu.edu)

The proposed Texas A&M University (TAMU) CIBE program will contribute to increasing U.S. global competitiveness by training American business/non-business students, faculty, and executives especially of minority groups to understand foreign cultures and business practices, to perceive and grasp overseas marketing and investment opportunities, to overcome language barriers, and to expand global business career opportunities of students through international internship experience. ED funding is requested in this proposal to allow TAMU's Center for International Business Studies (CIBS) to advance its role as a state, regional and national resource for U.S. global competitiveness with 33 innovative *educational, research, and outreach CIBE Activities* for the 2014-2018 period.

The strength of CIBS stems from its integration into the structure of one of the nation's largest and best business schools (Mays Business School) and the programmatic and financial synergies gained from effective partnerships with the Bush School of Government and Public Service, the Colleges of Liberal Arts, Agriculture, Education, and Engineering. CIBS has also built effective partnerships and strategic alliances with TAMU System Schools (some are Minority Serving Institutions -MSI), the Southern Association of Colleges and Schools (SACS w/MSIs) in 11 southern states, other U.S. universities, foreign business schools, professional associations, MNEs, and federal and international agencies. All of these resources will be utilized in CIBS's efforts in the next four years to accomplish the goals of HEA-Title VIB federal legislation authorizing CIBEs, *the two competitive as well as two invitational priorities*, and to meet the international education needs of the **state, region and nation**. CIBS management team has designed an innovative project and evaluation process organized to accomplish those fundamental education, research, and outreach objectives by implementing 33 strategic *Activities* that will achieve the following highly significant outcomes:

- *Interdisciplinary certificate programs devoted to international business studies across graduate and undergraduate curricula: certification that combine foreign language, cultural, geopolitical & economic aspects of contemporary global business, as well as international internships and field study; and curriculum that infuses the international dimensions of accounting, information systems, operations, supply chain, finance, corporate strategy, management, and marketing, as well as other courses.*
- *Language studies/immersion in less commonly taught (LCTL) and traditional, that equip students and business community to overcome cultural barriers and contribute to U.S. global competitiveness.*
- *Study abroad, student exchange, and internship programs with over 40 partner business schools around the world designed to allow TAMU students expand employment opportunities in international business.*
- *IB Research conducted by accomplished scholars and doctoral students concerning significant issues pertaining especially to emerging market economies, innovation, American economic competitiveness, global business strategies, and pedagogical studies that will advance international business education.*
- *Outreach activities that respond to the globalization needs of business professionals, teachers in public schools, and professors at community colleges and other universities in Texas, SACS, and nationally.*
- *Educational, research, and outreach training to advance internationalization efforts of minority-serving institutions (MSI), Historically Black Colleges and Universities (HBCU), Hispanic-Serving Institutions (HSI), and community colleges to narrow the IB education gap between these institutions and the rest.*
- *Use of digital technology and academic research to develop current and cost-effective IB e-textbooks as well as hard copy IB textbooks that enhance and expand international business education and training.*

The 2014-2018 TAMU CIBE program will have a significant impact on students, faculty and executives in Texas, the Southern U.S. and across the nation and will serve as a model for international business collaboration/education/training of Minority-Serving Institutions.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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To add more Project Narrative File attachments, please use the attachment buttons below.

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I. MEETING THE PURPOSE OF THE AUTHORIZING STATUE

A. TEXAS A&M UNIVERSITY’S STRENGTHS AND CIBE PROGRAM OBJECTIVES

1. STRENGTHS OF TEXAS A&M UNIVERSITY (TAMU)

Texas A&M University’s Center for International Business Studies’ request for CIBE funding during the 2014-2018 period is based on its demonstrated strengths, its record of significant accomplishments, its comprehensive institutional resources, and its strategic vision that will enable it to strengthen international business (IB) education within Texas A&M University, the State of Texas, the Southeastern United States and the nation to enhance U.S. global competitiveness in an uncertain, but dynamic global economy. The Center for International Business Studies (CIBS) serves as a local, regional, and national resource center in its role as a CIBE fulfilling the mission of its federal authorizing legislation, Sections 611 and 612 of Title VIB of the Higher Education Act of 2008, with cutting edge activities that strategically strengthen the foundation of U.S. international business education, training and research. The 33 education, research, and outreach *Activities* proposed for 2014-2018 will significantly advance U.S. economic competitiveness. CIBS, which is one of the *Centers of Excellence* at Mays Business School (Mays) will implement these CIBE *Activities* in collaboration with: Centers and Departments of Mays, interdisciplinary academic and administrative units of Texas A&M University (TAMU), other TAMU System universities, the Southern Association of Colleges and Schools (SACS), overseas partner institutions, other U.S. universities, Texas educational institutions, and public and private trade/professional organizations.

TAMU is distinctively designated as a land-grant, sea-grant, and space-grant university, a member of the prestigious Association of American Universities, and is regarded as one of the

best public universities in the nation (**Sup-4: Resources TAMU**). The knowledge, resources, and facilities of TAMU attracted over \$820 million of funded research in 2012. In 2012, the University was ranked 24 as a *NSF Top 30 Academic Research Performer*. Mays (**Sup-5: Resources Mays**) is often ranked as one of the top 10 undergraduate public business schools (*Bloomberg Business Week*, 2014) and 14th among public U.S. MBA programs (*Forbes*, 2013). The University's 5200-acre campus is home to more than 50,000 full-time students with over 5,000 enrolled in the Mays Business School.

Internationalizing that many students creates both challenges and opportunities, with success in doing so yielding huge regional and national dividends. More than 540 companies actively recruit Mays students and Mays graduates do business in every major market in the world. Further, a large student body necessitates a large faculty, and TAMU's faculty is both large (~ 2,800 for entire university and 215 for Mays) and excellent in breadth and depth of scholarly abilities. Since a high level of demonstrated scholarship is necessary for success at Mays, an abundance of research talent is available for international initiatives. For example, ten Mays faculty are currently serving as editors of leading journals in their field (Dr. Arreola-Risa, Dr. Geismar, and Dr. Kumar, *Production and Operations Management*.; Dr. Ireland, *Strategic Entrepreneurship Journal and Journal of Business Venturing*; Dr. Oliva, *System Dynamics Review*; Dr. Omer, *The Accounting Review*; Dr. Shankar, *Journal of Interactive Marketing*; Dr. Strawser, *International Journal of Accounting, Auditing and Performance Evaluation*; Dr. Tahanyi, *Advances in International Management Series*; and Dr. Woodman, *J. of Applied Behavioral Science and Research in Organizational Change & Development*). CIBS collaborates with a number of TAMU colleges (**Sup-6: CIBS University-wide Collaboration & Impact**) – including the Colleges of Agriculture, Education, Engineering, Liberal Arts and the

Bush School-- as part of its *strategy to achieve the objectives of the TAMU CIBE program* (**Exhibit-1**) page 29. The talents and international network of their faculties as well as their extensive international education, research and outreach activities will provide strong support for the CIBE program. Another important institutional linkage is the George Bush School of Government and Public Service, the Presidential Library, and the Bush International Conference Center. The Bush School has strong international orientation and includes a large number of faculty with extensive expertise in international affairs and area studies.

TAMU is the flagship institution (**Sup-7: TAMU Texas-wide Collaboration & Impact**), in a state-wide network of 13 academic institutions and an overseas campus in Doha, Qatar that collectively comprise the Texas A&M University System (TAMUS). The Qatar campus, established in 2003, provides the TAMU CIBE an opportunity to expand Middle East-related area studies, research, and Arabic language classes and immersion programs. The 13-university Texas network allows the TAMU CIBE to reach every corner of the state and to extend the benefits of its programs to groups often under-represented in such programs. Particularly important are the TAMU CIBE's cooperative programs with Hispanic-serving institutions (HSIs) located along the U.S.-Mexico border, with large Hispanic enrollments (Texas A&M International University-Laredo (91%), TAMU-Kingsville (60%), and TAMU-Corpus Christi (39%) and the historically-black (HBCU) TAMU-Prairie View (87% African-American). These institutions will provide the TAMU CIBE special opportunities to provide IB initiatives that create new opportunities for Minority Serving Institutions (MSIs).

TAMU also operates three overseas centers (Mexico City, Mexico; Santa Chiara, Italy; and San Carlos, Costa Rica) that serve as strategic resources for TAMU and CIBE programs. They offer housing, classrooms, videoconferencing, and telecommunications infrastructure to

allow TAMU faculty and students to immerse themselves and learn first-hand about cultural, political, and economic environments and also develop linkages with local business, government, and academic groups. Each Center is linked to the TAMU System universities via the Trans-Texas Video Network (TTVN) system, allowing business and university leaders from these countries to serve as guest lecturers in TAMU classes. The TAMU Santa Chiara Center provides students the opportunity to study, travel, and learn firsthand about European business and culture and serves as a research facility for faculty and doctoral students when in Europe. The Costa Rica Center provides students the opportunity to take Spanish-immersion classes and study abroad courses focused on environmentally sustainable business practices, EcoBusiness entrepreneurial opportunities, and business and cultural practices of Latin America.

TAMU attains regional (Southern states) synergies and efficiencies since the university is part of the Southern Association of Colleges and School (SACS) (**Sup-8: Texas A&M Regional Collaboration & Impact**). CIBS has also formed strategic alliances with other U.S. universities, national and regional educational institutions (including San Antonio-based HACU and community colleges), government agencies (Dallas SBDC, USDOC, USDA, Dallas Canadian consulate, etc.) and trade/professional organizations (NASBITE, Dallas and Austin DEC, etc.) (**Sup-9: CIBS National Collaboration & Impact**). In addition, CIBS has partnerships with more than 40 educational and research institutions globally (**Sup-10: CIBS Overseas Partnerships**) and access to 130 TAMU agreements worldwide. Through these global partnerships the TAMU CIBE program is able to develop collaborative educational programs, internship, research, outreach, faculty and student exchanges as well as faculty-led study abroad programs.

In sum, TAMU has the capacity to serve as a strategic state-wide, regional, and national

resource for international business (IB) education, research, and outreach by leveraging CIBE funding with a wide variety of other resources to carry out its mission. Financial support from the ED will allow the CIBE program to initiate and execute cost-effective, innovative, and sustainable programs to meet the education, research, and community outreach needs of TAMU, Texas, Southern United States and the nation as a whole to achieve the goals and objectives of the CIBE authorizing statutes of Title VIB for the years 2014-2018.

2. OBJECTIVES OF THE TAMU CIBE PROGRAM

The TAMU CIBE program organizes its objectives according to the fundamental areas of education, research, and outreach in the 2014-2018 period:

- ***Education Objective:*** To develop innovative academic programs, international internships, and teaching techniques/resources that expand the international education and career opportunities of students in business, foreign languages, interdisciplinary area studies and agribusiness and petroleum engineering that is of critical importance to the U.S. (*Activities: 1-14*)
- ***Research Objective:*** To promote scholarly international business research related to U.S. competitiveness and the rapid growth of Emerging Economies by faculty and doctoral candidates in business, and international interdisciplinary studies. (*Activities: 15-26*)
- ***Outreach Objective:*** To design and implement jointly with MSIs and community colleges innovative IB, language and area study instruction, training, and professional development activities that are sustainable in the long run and also strengthen the institutional capacity of MSI and community colleges. Develop IB seminars/workshops for U.S. businesses and K-12 teachers to promote U.S. competitiveness in an increasingly global economy, as well as IB certification programs for students to expand their career opportunities. (*Activities 27-33*)

B. TAMU PROPOSED CIBE PROGRAM FOR THE 2014-2018 PERIOD

To achieve the goals of Section 611 and 612 of Title VIB, the competitive and invitational preference priorities, and the objectives outlined above, TAMU proposes an innovative CIBE program of 33 *Activities* (14 educational, 12 research, and 7 outreach). Exhibit-1, pg. 29; **Sup-18: TAMU CIBE PROGRAM Achieves the Objectives of the Federal Statutes**; and **Sup-19: TAMU CIBE PROGRAM Activities Meet the Objectives of Federal Purposes, Mandatory Programs, and Permissible Programs** depicts how these 33 *Activities* will achieve CIBE program objectives, address competitive and invitational preference priorities, and carry out the statutory mandate of the legislation authorizing the CIBE. In addition, TAMU will utilize non-CIBE funding to conduct a wide variety of other initiatives that serve to enhance and extend the value of the 33 *Activities*. Please note that each *Activity (A)* has a designated *Activity Leader* (noted in parentheses) who will direct that Activity.

1. ACTIVITIES THAT MEET THE EDUCATION OBJECTIVE

A1: Regents Scholars Global Certificate of Achievement (Dr. Musoma) *Objective: To provide Regents Scholars, first-generation college students from lower-income families, a highly-focused introductory IB and cultural course, learning community activities coupled with an overseas immersion experience to arouse globalization interest right at the start of their freshman year.*

Mays Business School is the home to some 50 Regents Scholars each year. The TAMU CIBE will offer a new, concentrated ***Global Certificate of Achievement*** program to enable economically disadvantaged, largely **minority students**, to gain a “global perspective” of commerce, experience tangible things, a sense of belonging, and understanding of other cultures. Depending on individual geographic interest, separate groups of those students will travel to Costa Rica, France, Ghana, or South Africa for a week to 10 days that would include pre departure country/region orientation. This program will serve as a foundation and stimulus for

the more rigorous 18-hour Mays IB certificate programs (*Certificate in IB, Certificate in Asian Business, Certificate in European Union Business, Certificate in Latin American Business, and Certificate in Middle East Business*), semester- and year-long exchange programs, and internships through overseas partners (Sup-10). Regent Scholars will be encouraged to participate in activities that focus on global business and an overseas experience, such as Mays Global Ambassadors (A7) and Mays Working Abroad Series (A14) to enhance their international career opportunities.

A2: Overseas Immersion: IB in Emerging Economies (Dr. Gaspar) *Objective: To increase undergraduate and graduate student understanding and expertise of conducting business with emerging economies that are anticipated to dominate business growth in the 21st century.* In line with TAMU's "Vision 2020" (Sup-11: Texas A&M International Programs Committee)

Mays with the strategic help of CIBS has set a goal of increasing student participation in overseas study programs in 2020 by 25% over corresponding 2010 figures. That target will be facilitated through the collaboration of TAMU's Global Program Support (GPS) office (Sup-12: Texas A&M Global Program Support) and TAMU CIBE's 40 overseas partner institutions (Sup-10) for semester-long programs. And, to provide students a deeper understanding of emerging economies, the *Emerging Markets of the 21st Century Study Abroad Series* will be offered each year in collaboration with some of our overseas partner schools – *China's Business Environment* (Dr. Arreola-Risa) at Beijing Jiaotong U., *India's Business Environment* (Dr. Gaspar) at SMD Institute for Management Development, Mysore; *Brazil's Business Environment* (Dr. Pappu) at Fundacao Getulio Vargas, Rio de Janeiro; *Russia's Business Environment* (Dr. Panina) at Moscow State U., and *South Africa's Business Environment* (Dr. Flint) at Stellenbosch U., Cape Town. Students in these programs will take a 3-credit hour

course to immerse themselves in the commercial, political, and social environment of the country/region they will study. During their on-site visit, students will receive IB and cross-cultural training, make corporate visits, and tour cultural and historical sites. An ***MBA Spring Break Study Program*** will be offered each year at the TAMU Costa Rica Center featuring regional experts lecturing on sustainable “green” business practices and the regional impact of CAFTA-DR and other Latin American trade issues. To encourage study abroad and internship opportunities to MSIs and other schools in Texas and the region, the TAMU CIBE will open the Emerging Markets of the 21st Century Study Abroad Series to TAMUS schools (Sup-7) as well as to SACS partners (Sup-8) in the 11 southern states. Participants of these overseas programs will be more marketable in securing jobs in international business.

A3: IB Curriculum: New Courses, Innovative Tracks, and IB Content Infusion (Dr. Pustay)

Objective: To develop new courses, innovative IB tracks and enhance existing courses by infusing current IB and cultural content for business majors. Under the direction of Dr. Pustay, Member, Mays International Business Policy Committee (**Sup-13: CIBS Mays International Business Policy Committee**) and with support from Mays Business School Departments (**Sup-14: CIBS Collaboration with Mays Departments**) and Centers (**Sup-15: CIBS Collaboration with Mays Centers**), seven new courses have been identified along with the prospective faculty members to develop them during 2014-2018. At the undergraduate level, Intercultural Communication (Dr. Musoma), Social Entrepreneurship in South Africa (Dr. Flint), Business Environment of BRICS (Dr. Panina), Global Supply Chain Management (Dr. Pappu), and India’s Business Environment (Dr. Gaspar) will be offered. New graduate courses to be developed will include: International Telecommunications (Dr. Whitten) and Financial Systems of European Union’s Periphery (Ms. Guyton). As a result of the Financial Crisis, the Accounting Department

will infuse new content into their curriculum to prepare students for the likely eventual adoption of International Financial Reporting Standards (IFRS). Building upon the TAMU CIBE's successful 18-hour IB certificate programs (IB, Asian Business, EU Business, and Latin American Business) a new undergraduate certificate program will be developed – the ***Certificate in Middle East Business***, which will require Arabic (6 hrs.), a Middle East culture and history course (3 hrs.) and a semester-long study abroad experience (12 hrs.) in the Middle East (with the American University in Dubai). Furthermore, the NASBITE Certified Global Business Professional (NASBITE CGBP) Track will infuse globalization and provide support materials, mentoring, and targeted IB course selections to prepare for the national CGBP exam and career beyond that.

A4: Interdisciplinary Globalization Programs for Non-Business Majors (Dr. Loudder)

Objective: To enhance U.S. global competitiveness and expand student career opportunities by integrating IB courses into non-business disciplines through degree and certificate programs.

These interdisciplinary programs (Sup-6) will infuse students of other colleges on campus with a global business perspective. The undergraduate International Studies-Commerce Track (Liberal Arts) and Agribusiness (Agriculture) interdisciplinary degrees will benefit from the addition of new IB course offerings (A3), Virtual Language Lab and Immersion programs (A11), study abroad and international internship opportunities (A2). Similarly, graduate students in Public Service and Administration (Bush School), International Affairs (Bush School), Agribusiness (Agriculture), Certificate in International Petroleum Management (Engineering), and the MBA Telecommunications Track (Engineering) will be encouraged to take advantage of TAMU CIBE activities listed above.

A5: Empowering the Region's Hispanic and Spanish Speaking Student Population for

Business Careers in Latin America (Dr. Arreola-Risa) *Objective: To create a cadre of Spanish proficient American business professionals that could competently develop latent business opportunities in Latin America.* Each fall semester, the TAMU CIBE will form a learning community of 30 Spanish-proficient freshman (largely Hispanic students majoring in business, agribusiness, and international studies). The CIBE will provide strategic career guidance, IB mentors (for IB course work, Latin American Business certificate program, semester-long study and internships with the CIBE's Latin American partner business schools), and an ongoing program to enrich their undergraduate IB experience on campus (**Sup-16: CIBS Association with On-campus Globalization Programs**) through: IBA (International Business Association); visiting Hispanic and other Latin America-experienced executives; pertinent Bush School foreign affairs seminars; and foreign student group activities. An annual Latin America Business Career Forum will be conducted in collaboration with TAMU's Career Center and Hispanic Network (tamhn.org). Students will be reminded to pursue the Latin American Business Certificate and the NASBITE Certified Global Business Professional credential.

A6: International Business Internship Empowerment (Ms. Lane) *Objective: To provide undergraduate and graduate business students an opportunity to gain in-country immersion and work experience in IB that will expand their career opportunities upon graduation.* Every Fall, the TAMU CIBE will co-sponsor an International Business Internship Fair and Conference in collaboration with the TAMU CIBE Advisory Council (**Sup-1: CIBS Advisory Council**), Jordan Institute for International Awareness, TAMU Career Center, the Public Policy Internship Program, and TAMU Study Abroad Programs Office (**Sup-16**). The primary objective is to promote and enroll students in international internship programs offered by (a) TAMU CIBE (**Sup-10**), (b) TAMU Study Abroad Office, and (c) Third-party providers (**Sup-17: TAMU and**

Third Party International Internship Opportunities). The TAMU CIBE program will provide financial support to defray air travel cost and place Mays students in 6-week and 10-week internships. The partnering organizations have coordinators in each country to assist students in obtaining crucial business internships with strategic companies. Minority serving institutions from the TAMU System and SACS will be invited to attend the IB Internship Fair and Conference. Business and agribusiness students will also have an opportunity to gain practical International Development experience with a TAMU Borlaug Institute for International Agriculture project in Armenia, El Salvador, Guatemala, Rwanda, Indonesia, and Namibia or the Global Business Brigades student organization to Panama or Ghana.

A7: Mays Global Ambassadors (Ms. Lane) *Objective: To serve as a study abroad and international internship peer mentor, providing fellow students assistance and outreach within Mays Business School.* The CIBE program will select two Mays Global Ambassadors --students in good academic standing, one each with a recent study abroad and international internship experience to work 5 hours per week for a full academic year under the direction of the CIBS's Program Coordinator. The Ambassadors will be chosen based on their passion for international experience, ability to articulate its value, and desire to assist peers both verbally and through marketing campaigns. Peer mentoring to Mays students will include informational sessions on study abroad/internship program selection, financial planning, general and security concerns and referral to resources on/off campus. Also, the Global Ambassadors will assist in the promotion of study abroad/internships by speaking in classes, to student organizations, staffing information tables, and creating marketing materials with the CIBS Program Coordinator.

A8: Graduate Dual Degree Programs in Germany and Spain (Dr. McAnally) *Objective: To provide "overachieving" Mays MBA and MS students an opportunity to earn a European MS or*

ME degree. Mays MBA/MS degree candidates will have the opportunity to extend their studies for a year at the European Business School (EBS) in Germany and obtain an MS degree in European Finance, Operations Management, Marketing or HR Management or enroll in the internationally recognized Zaragoza Logistics Center in Spain to obtain a ME in logistics and supply chain management. These dual degree programs will expand Mays MBA/MS students' Europe-oriented career opportunities.

A9: Internationalization of Doctoral Business Students (Dr. Eden) *Objective: To inspire Mays and doctoral business students from across the nation to enhance their knowledge base and research focus in IB and enable them to become IB scholars and faculty for America's future competitiveness.* Increasing the global competency of U.S. doctoral business students --the country's future professors-- will have the greatest generational impacts on internationalizing U.S. business education. The TAMU CIBE program will be part of a national nine-university consortium and co-sponsor the Internationalizing Doctoral Education in Business (IDEB) program in collaboration with the Academy of International Business (AIB). The first IDEB program will be conducted in 2016 with the AIB annual conference of doctoral consortium and the second program will take place in 2018. The purposes of the 2-day professional development program for doctoral students in business and related fields are to assist in the globalization of business doctoral programs nationwide; to influence a new generation of doctoral students to approach their studies with an international perspective; and to support doctoral candidates with international dissertation topics by developing a network of peers with related academic interests. The biennial event will gather about 80 doctoral candidates from the nation's leading business schools and will focus on frontiers of IB research in functional as well as global issues, methodology, data collection, and teaching. IDEB seminars aim to equip young educators with

essential knowledge of international business while also providing models for incorporating the international dimensions into their curriculum and research. The overall objective is to encourage future academics to integrate international, cross-cultural, and comparative perspectives into their professional agenda—both, in teaching and research. It is essential for young scholars to learn successful strategies for internationalizing and enriching their research and teaching careers as they help their students become a strong part of the globally competent the U.S. workforce. The organizers will specifically target Minority Serving Institutions' participation by offering scholarships to facilitate inclusion. The TAMU CIBE Doctoral Research Fund will provide financial support for two Ph.D. students qualified each year to attend IDEB 2016 and 2018 programs and will help support the consortium's program administration expenses. Also, the TAMU CIBE program will support up to two Ph.D. students each year to serve as assistants for the annual faculty-led MBA Spring Break Study Program in Costa Rica (A2) to gain valuable hands-on international expertise on managing study abroad programs.

A10: Summer Culture and Language Institute for Statewide and Regional MSIs (Dr. Gaspar) *Objective: To provide undergraduate and graduate students from MSIs in the 11 southern-state region intensive culture and foreign language training related to strategically important regions of global business and expand IB career opportunities.* Each summer, the TAMU CIBE program in cooperation with other colleges and units of TAMU and Mays overseas partner institutions will host a two-week on campus Boot Camp--an intensive program of IB, culture, geopolitics, topical regional issues and survival language training followed by a two month culture, language, or internship immersion program abroad with our partner institution for students from the TAMU System and SACS in three crucial languages: (1) Arabic [Dr. Ayari] with immersion at the American University in Dubai; (2) Mandarin [Dr. Kluver] with immersion

at the Ocean University in China; and (3) Spanish [Dr. Arizpe] with immersion at the Universidad das Las Americas in Puebla in Mexico. Also, the TAMU CIBE program will sponsor the following two, month-long summer culture, language, and social entrepreneurship immersion programs: (1) Spanish, Central America's Culture/History, and Social Entrepreneurship at TAMU's Soltis Center in Costa Rica; and (2) Beginner's Uzbek, Central Asia's Culture/History, and Entrepreneurship with Tashkent Finance Institute in Uzbekistan. Ten students will be selected for each program and attend a rigorous all day curriculum of language and cultural immersion with native speakers. On weekends, students will visit historical sites and attend cultural events.

A11: Foreign Language Training, Virtual Language Lab, and Immersion Programs (Dr. Muir) *Objective: To provide undergraduate and graduate students the opportunity to gain culture, commerce and language competency in traditional European languages and less commonly taught languages (LCTL).* Language training will be made available in 3 formats– a) technology-based courses, b) teacher-led instruction, and c) immersion programs abroad– to accommodate traditional and non-traditional students, different learning styles, time/place limitations, and level of achievement desired. The TAMU CIBE, in collaboration with the College of Liberal Arts and the Bush School's Scowcroft Institute of International Affairs, will develop the **CIBE Virtual Language Lab** to provide highly intensive, technology-based language learning in conjunction with face-to-face native language tutors. Training will be offered in 18 languages, including such strategically important languages as Arabic, Farsi, Hindi, Korean, Mandarin, Portuguese, Russian, Spanish, Urdu and others as requested. The language tutorials will be taught by native speakers selected from TAMU's 4,500 international students representing more than 120 countries. Students can also be immersed in foreign languages at 40

CIBS partner institutions (Sup-10). **Spanish** immersion programs will be offered at the TAMU Costa Rica Soltis Center. Semester-long **Arabic** immersion will be offered at the American University in Dubai. Mays and Agriculture students will have the opportunity to study **Uzbek** at the Tashkent Finance Institute (TFI) in Uzbekistan (2nd most populated country of the former Soviet Union). These programs will prepare U.S. students for employment in the petroleum and agribusiness industry in those regions.

A12: Student Organizations: IB, Culture, and Networking (Ms. Lane) *Objective: To provide on-campus students a cost effective international experience through networking with visiting IB professionals, foreign students, and faculty with IB and cross-cultural expertise.* CIBS will coordinate a speaker series (Sup-16) and provide financial support for student organizations such as the **International Business Association (IBA)** and **Global Business Brigades (GBB)** at Mays. During the annual International Week, IBA and GBB will host a **Global Student Form** consisting of country briefings, cultural events with the 4,500-strong TAMU's **International Student Association** from 120 countries and U.S. students who have studied or interned abroad. Additionally, the IBA and GBB will participate in **Dialogues with Global Leaders**—a dinner bringing together students and international business, industry, and government leaders. Each year, Dr. Gaspar will speak on globalization at the Mays Entrepreneurship Boot Camp for Disabled Veterans, and the Aggie Summer Institute and Business Careers Awareness Program for Texas high school seniors. Finally, IBA will host a 2-hour **Global Business Panel** of faculty and IB executives each semester to discuss current IB issues and necessary areas of study. IBA and GBB will also assist the TAMU Study Abroad Programs Office with the creation of a student panel during Parents' Weekend to articulate the value of studying and interning abroad.

A13: Mays IBnetwork for Students, Faculty and Executives (Dr. Muir) *Objective: To provide*

easy access to IB and cultural information, resources, and opportunities. With information technology revolutionizing the way students and faculty interact and receive information, the TAMU CIBE will create the ***Mays IBnetwork*** (*TAMU CIBE website, Twitter, Facebook, and Instagram*) to provide IB resources and timely information on international activities and opportunities for business majors and minors including but not limited to: study abroad and international internship opportunities; international field trips; global outreach initiatives; and on-campus programs and lectures related to IB. An ***IB and Cultural Competency Speaker's Bureau*** database will be created, listing business professionals, faculty, and foreign students available to speak in TAMU classes and at student organization meetings on international topics.

A14: Mays Working Abroad Series (Ms. Burton) Objective: *To provide inter-cultural and international business etiquette training and resources to students seeking careers in international business.* CIBE and TAMU Career Services will create country and region-specific programs that will simulate the preparation needed for an employee to embark on international assignments. Students will hear from a panel of international business executives, director of international internships, international students, TAMU faculty, and exchange partner school faculty to learn how to successfully work and conduct business abroad. The series will focus each semester on a particular world region and highlight the significant differences between countries within that region. The series will commence in fall 2014 with Asia, followed by Africa, Latin America, the Middle East, Europe and Australia-New Zealand-Canada.

2. ACTIVITIES THAT MEET THE RESEARCH OBJECTIVE

The TAMU CIBE program will focus its 2014-2018 research efforts along three primary themes that fit within the Title VIB legislative mandate: (a) *U.S. Business Competitiveness in a Changing Global Environment*; (b) *Emerging Economies, Multinational Enterprises, and*

Innovation; and (c) International Business Pedagogy. While U.S. business competitiveness is the principal research theme, the TAMU CIBE research program will explore how globalization is: impacting the post financial-crisis business environment; influencing the rise of emerging economies; and changing the landscape of innovation globally. CIBS will also influence, encourage, and facilitate Mays faculty to author cutting-edge IB textbooks and ancillaries utilizing digital platform that not only infuse the concept of globalization in business pedagogy but also deliver products cost effectively and interactively to contemporary tech-savvy students.

The TAMU CIBE will cost-share *resources* to conduct most of the research projects listed below and will disseminate the results in scholarly journals, monographs (paper and electronic) and presentations in professional meetings as well as at forums for the business community and general public.

A15: Omnibus Research Project – Impact of the American Credit Crisis on U.S. Competitiveness

A15a: The Global Economic Crisis and Its Impact on U.S. Firms (Dr. Hitt) *Objective: To assess the impact of the 2008 economic and financial crises on the competitiveness of American business.* This research (to be conducted by an inter-departmental team of Mays faculty led by Dr. Michael Hitt—one of the nation’s foremost experts on competitiveness) will assess the effects of the crisis and their prospective impact on U.S. business competitiveness. The research will have a micro focus --examining how the global strategies of U.S. multinationals will adapt to the post-crisis environment-- but will also consider the macro impact on the U.S. economy and American living standards, income distribution, and productivity levels as U.S. firms adapt and alter their priorities and strategies. The Bush School’s Mosbacher Institute for Trade, Economics, and Public Policy will be a partner in the study.

A15b: The Financial Crisis, Frank-Dodd Bill, and U.S. Banks’ Global Competitiveness

(Drs. Kolari and Chen) *Objective: To conduct in-depth studies on: the causes of the global credit crisis; the subsequent introduction of new domestic and international financial sector regulations; and, their impact on U.S. bank behavior/structure and global competitiveness.*

Mays' leading banking and financial economics professors will conduct studies on the global credit crisis. Key issues that will be addressed include: examining the root causes (including excessive leveraging triggered by low interest rates of the past, poor mortgage lending practices, flawed credit ratings, deviant corporate compensation packages, etc.) of the crisis; analyzing recommendations of the Frank-Dodd Bill and new capital requirements set by the Bank of International Settlements in Basle, Switzerland; and, evaluating their impact on U.S. Money-Center Bank operating strategies and their global competitiveness.

A16: The Role of International Entrepreneurship and New Venture Creation in American

Global Competitiveness (Drs. Hitt, Ireland, and Lester) *Objective: To identify key issues in the conduct of global entrepreneurship and determine leveraging strategies to enhance U.S.*

business competitiveness. The Mays Management Dept. includes some of the world's top scholars in the field of International Entrepreneurship. In collaboration with the Mays' Center for New Ventures and Entrepreneurship and a cadre of Mays faculty, the TAMU CIBE will provide support for International Entrepreneurship research and dissemination. *Dr. Ireland's* research will focus on international entrepreneurship and economic geography. *Dr. Lester* will conduct research to determine characteristics and behaviors of entrepreneurs across cultural and national boundaries in the "underground" or "informal" economy, and how entrepreneurship is developed and nurtured in different kinds of organizations, including the public sector, in different nations. *Dr. Hitt* will evaluate the effects of entrepreneur social networks on new venture performance across cultures and institutional environments, leveraging the data collected from 630

entrepreneurs in the U.S., France, China, and Russia.

A17: The Rise of Emerging Economies, Globalization of Innovation, and U.S.

Competitiveness (Dr. Shankar) *Objective: To determine how the rapid growth of emerging economies over the past two decades has led to increased R&D expenditures and rising new product development in those countries, and how that impacts U.S. MNE performance.* The rapid growth of a group of emerging economies, e.g., BRIC (Brazil, Russia, India, and China) has led these four countries to be ranked within the Top 10 largest economies of the world based on purchasing power parity. They are expected to move up further in the ranking by 2020 resulting in increased corporate R&D expenditures and innovation in the form of New Product Development (NPD) to meet local consumer needs as well as for exports. Some 17% of global innovation presently takes place in emerging economies and that figure is expected to rise. For example, companies like GE are looking at emerging economies as a source of innovation. To maintain (or increase) market share and shareholder wealth, U.S. multinational firms are seriously contemplating their next steps. Dr. Shankar will examine how multinational firms should undertake New Product Development in emerging economies: Through a local firm in emerging market? Collaborate with an emerging market firm already involved in NPD? Acquire an emerging market firm's product development team? And, what will be the impact of a particular strategy on multinational firm value (or shareholder wealth) as well as firm risk? TAMU CIBE will partially support this exciting research that is anticipated to be published in a respected Marketing journal and presented at conferences for wide dissemination.

A18: Advances in International Management 2015 Volume: Emerging Economies and

Multinational Enterprises (Dr. Tihanyi) *Objective: To provide a forum for thought-provoking empirical research, theoretical ideas, discussion, and reviews on the opportunities and*

challenges of multinational enterprises that consider emerging economies as their destinations or their homes. As the lead editor of this volume of the prestigious journal to be published in July 2015, Dr. Tihanyi will lead an editorial team of international scholars from Northeastern University, University of Leeds, and Bocconi University with focus on four goals: (1) to provide an overview of successful strategies that foreign multinationals have adopted in emerging economies, (2) to examine the rise of home-grown multinational enterprises in emerging economies and the challenges they face when entering developed markets, (3) to study the co-evolution of and dynamic interaction between emerging markets and multinationals: foreign and home-grown, and (4) to publish a collection of papers with original ideas and theoretical advances that will provide the foundation for future research projects on emerging economies.

A19: Impact of U.S. Immigration Reform on National Security and U.S. Competitiveness

(Drs. Bierman and Paetzold) *Objective: To examine the impact of planned immigration reform in the U.S. from a broad perspective that includes both economic (business competitiveness) and geopolitical security.* A relatively recent bipartisan report from the Council on Foreign Relations argues for an overhaul of U.S. immigration policy to advance U.S. business competitiveness.

Drs. Bierman and Paetzold will examine and assess economic and policy issues related to immigration reform's impact on the U.S. labor market and various social, economic, agricultural, education, and health issues and the potential impact on U.S. competitiveness.

A20: Environmental/Green Social Responsibility and MNE Competitiveness (Drs. Eden and Nixon) *Objective: To investigate the optimal degree to which U.S. Multinational Enterprises (MNEs) can practice environmental “good corporate citizenship” in foreign countries and maintain a competitive advantage.* This interdisciplinary study will include the Bush School's Institute for Science, Technology, and Public Policy (the ISTPP has conducted more than \$15M

of research on environmental issues) and a Mays interdepartmental team, Drs. Nixon (Acct) and Eden (Mgmt). The study will assess the ethical and “green” policies, practices, and performance of 75 large MNCs. Issues such as procurement practices, host country corruption, environmental standards, labor laws, transparency in governance, and the potential impact of “green” policies will be analyzed with results presented at the AIB meetings. The issue of whether environment-friendly MNE is sustainable and under what conditions will also be addressed.

A21: Country Institutional Environments and their Impact on Corporate Strategies (Dr.

Hitt) *Objective: In two parallel studies; research will analyze how different institutional arrangements of countries impact corporate decision making.* Data collected by Dr. Hitt from the managers of more than 800 firms in China, the U.S. and Europe will be used to study how country institutional structures (i.e., how functional or ineffective they are) affect corporate strategies and *resource allocation* (developing resource portfolios, bundling resources to create capabilities, and leveraging the capabilities created). In a parallel study, data set for 50 different countries will be used to measure effectiveness of country institutional environments according to *regulatory, political, economic, and physical infrastructure* dimensions.

A22: International Dimensions of Corporate Governance and Executive Compensation

Policies (Drs. Griffin and Boswell) *Objective: To assess the global and domestic effects of corporate governance and executive compensation.* The global financial crisis sparked a worldwide criticism of corporate governance and inequitable/perverse compensation practices and a call for evaluating the differences in national policies that exist among nations. Dr. Griffin, identified by the Academy of Management as one of the six top scholars in the area of corporate governance and executive compensation, will lead this research. Dr. Boswell will explore this topic, particularly in regard to executive-employee pay inequality. Their data will include more

than 500 firms from 29 countries and covers more than 10 years. The team will examine how corporate governance structures in different nations affect strategic decisions, employee morale, and business competitiveness. A symposium on this topic will be held in 2016 at TAMU in partnership with the Mays Center for Human Resource Management.

A23: Optimizing Global Supply Chain to Minimize Trade Diversion in the Western

Hemisphere (Dr. Koufteros) *Objective: To develop a border crossing model to optimize Mexico-U.S Trade.* With wages in China rising along with the relatively high transportation cost of moving merchandise to the U.S. across the Pacific, trade between the U.S. and Mexico could accelerate. Currently, over four million container trucks cross the Mexican-U.S. border every year. The need to balance inspection and other costs along the supply chain from Mexico on the one hand and security on the other is becoming a barrier to accelerated trade between the two countries. Dr. Koufteros will conduct a study to develop a border crossing modeling tool to analyze and optimize border crossing cost vis-à-vis security with a goal of reducing cost and increasing volume of goods imported from Mexico to the American consumer.

A24: Effectiveness of offering IB Certification Utilizing Massive Open Online Courses

(MOOCs). (Dr. Pappu) *Objective: To identify the challenges and determine the solution and practicality of internationalizing business education through MOOCs.* MOOCs are beginning to transform both campus and distance education in the United States. It is conceivable that offering IB courses and related certificate programs through MOOCs could democratize IB education since a lot of students could be reached simultaneously. MOOCs could help traditional and non-traditional (part-time) students. If MOOCs are found to be practical and effective, CIBS would offer some IB certification courses to MSIs in SACS member business schools in the 11 southern states. At this exploratory state, the TAMU CIBE program in collaboration with some

major partner universities in SACS will conduct a survey to determine the group's perceptions of using MOOCs in IB learning, potential rates of adoption, cultural understanding and best practices for implementation. Some questions that will be posed in the survey before next steps could be taken will include: (1) Technology platform to be used: Outside vendors like Coursera or develop an in-house platform? (2) Instructor compensation: Who pays the professor and how much? Based on enrollment? (3) Ownership: Who owns the copyright for these programs? (4) Cost: Who bears the production and maintenance cost? (5) Time: How labor-intensive is MOOCs development and maintenance? (6) Brand Dilution: Will MOOCs be considered an inferior product – without undermining their reputations for rigor and quality? And, (7) Content: Will enabling high-level content on demand and free of cost, be disruptive to higher education?

A25: Support for Faculty and Doctoral Student IB and Foreign Language Research (Dr.

Gaspar) *Objective: To promote research by faculty and doctoral students for IB, language, area studies and related topics.* In addition to the earlier mentioned research projects, financial support for faculty and doctoral students will be provided for other IB research during 2014-2018. The TAMU CIBE program will award 10 faculty and 6 doctoral research grants per year (matched by departments) and work with faculty to obtain alternate funding. Awards include support for data acquisition, travel and subscriptions to specialized international data bases.

A26: Analyzing Perceived Barriers to Study Abroad and Language Learning. (Dr.

Murphrey and Ms. Lane) *Objective: To determine how to motivate business and minority students (as a subset) to study abroad and/or learn a foreign language to expand their career opportunities and enhance U.S. competitiveness.* Only limited research has been conducted to determine why business students choose to study abroad or a particular language of study. Dr. Murphrey and Ms. Lane in collaboration with other business schools (including MSIs) that are

part of SACS, will identify focus groups and conduct surveys to gain insights into undergraduate and graduate student decisions regarding whether to study abroad or learn a foreign language, level of competency desired, and why specific languages are chosen. The findings will serve to identify means of motivating students to study abroad and learn a foreign language.

3. ACTIVITIES THAT MEET THE OUTREACH OBJECTIVE

A27: Internationalization of Minority-Serving Institutions (MSI) and Community Colleges (CC) (Dr. Gaspar) *Objective: To enhance international business education training, information, and resources of minority serving institutions.* Pedagogical tools, knowledge, and experiences in international business education may be difficult to obtain for faculty at minority-serving institutions (MSIs) and community colleges. Proposed for the 2014-18 grant cycle, TAMU CIBE, in collaboration with the acclaimed Globalizing Minority-Serving Institutions Program (previously referred as ‘Globalizing HBCU Business Schools Program’), will continue to provide one-on-one mentoring services to participating HBCU schools. Mentees in the MSI program will receive training with our faculty, IB curricula materials, and teaching methods to help their faculty incorporate international content into existing business courses and/or develop new courses. TAMU CIBE will also provide first-hand cultural and learning experiences to MSI faculty and students through study abroad programs. TAMU CIBE program will continue to co-sponsor the annual Globalizing Business Faculty Workshops (previously hosted by U. of Memphis, now to be held in Atlanta, GA.). This program typically caters to 60-75 faculty from MSIs, and is offered in major functional courses (Accounting, Finance, Marketing, Management, Supply Chain Management, and Introduction to International Business). Also, the CIBE program will support and collaborate with Prairie View A&M University (a HBCU), to identify and develop a regional initiative Enhancing Global Competence of Faculty and Students in

Minority Serving Institutions, to assist business schools at MSI-- Historically Black Colleges and Universities (HBCU) and Hispanic-Serving Institutions (HSI)-- to internationalize their faculty and business programs, pursue external funding and support their attendance at FDIB programs (A30, A31). In 2016, the CIBS and Hispanic Association of Colleges and Universities (HACU) will host an Internationalizing Hispanic-Serving Institutions Roundtable in San Antonio to explore how CIBEs can work more closely with MSIs to increase global competency. The TAMU and the University of Texas (UT) will also start the Texas Community College Global Initiative to assist MSI faculty with the internationalization of their curriculum.

A28: Domestic - Faculty/Ph.D. Student Faculty Development in International Business

(FDIB) and Language Programs (Dr. Muir) *Objective: To provide U.S. faculty and doctoral students with opportunities to gain IB and cultural knowledge domestically that they can*

incorporate into their teaching and research. In 2016 and 2018, the TAMU CIBE program will

collaborate with Prairie View A&M Univ. and Texas A&M International Univ. to conduct a

week-long Washington, D.C. FDIB for minority-serving institution (MSI) faculty to include

visits to agencies involved in international trade and development (EXIM, USDOC, USDA,

World Bank, etc.), and emerging market embassies of BRICS (Brazil, Russia, India, China and

South Africa) and MIST (Mexico, Indonesia, South Korea and Turkey) for briefings on

economic reforms and business outlook as well as opportunities for collaboration with

institutions in those countries. The TAMU CIBE program will co-sponsor a foreign language for

business program annually-- ***CIBE Business Language Conference*** and ***K-12 and Community***

College Language for Business Conference. As a member of Hispanic Association of Colleges

and Universities (HACU), the TAMU CIBE program will sponsor an Internationalizing Business

Education Symposia in 2016 and 2018 at Hispanic-Serving TAMU and UT campuses, for over

100 regional college faculty, Ph.D. students, and administrators located at colleges in SACS southern region. In addition, the following programs are planned for 2014-2018: Future of US-Latin American Trade (U. Incarnate Word.); Grant Opportunities: DOE and Fulbright (Austin CC); Using Technology-based Resources to Enhance IB Courses (Midwestern U.) and Infusing NASBITE CGBP Competencies into IB Courses (Richland CC).

A29: Overseas - Faculty Development in International Business (FDIB) Programs (Dr.

Gaspar) *Objective: To provide on-site exposure to U.S. faculty, especially those associated with MSI, about the cultural, economic and geo-political environments within which businesses operate.* FDIB programs are designed to enhance the knowledge and skills of professors and Ph.D. students so they will be better prepared to teach and conduct scholarly IB research. The TAMU CIBE program will co-sponsor four (~25 participants in each) such FDIB programs (Africa, Middle East, East Asia, and Mercosur) with other lead universities each summer (Sup-9). The two-week programs will include visits to foreign universities, businesses (local and MNEs), government agencies and U.S. embassies and Chambers of Commerce.

A30: IB Seminars and Workshops for U.S. Executives (Dr. Welch) *Objective: To provide U.S. business executives the skills and knowledge necessary to operate in today's globally competitive business environment.* The TAMU CIBE program will assist in providing training to American executives in IB and cultural education, locally and internationally through seminars, workshops, and conferences. Mays faculty will have the opportunity to teach these executives abroad through the Mays Center for Executive Development. Programs will be conducted in house and abroad (Brazil, Egypt, Ireland, Malaysia, Mexico, Nigeria, UAE, Russia, and United Kingdom). Executives from a diverse set of industries ranging from Energy, Manufacturing, Technology, and Retailing will participate in those programs. These programs will enhance the

internationalization of executives and faculty and will also lead to American business competitiveness. In addition, the TAMU CIBE will internationalize Mays ***Entrepreneurship Bootcamp for Veterans Residency Program*** that offers training in entrepreneurship and small business management to veterans disabled as a result of their service supporting operations Enduring Freedom and Iraqi Freedom. Given their overseas cultural exposure, this group of entrepreneurs will form a solid cadre capable of incubating small and medium-size international businesses. An initiative of the TAMU CIBE program will be to identify and develop IB programs to support this group of veterans.

A31: Global Market Series: Export Certification Program (Mr. Chandler) *Objective: To prepare small and medium-size U.S. businesses to develop and expand export markets.* The TAMU CIBE and Dallas International SBDC (Dallas Community College) will co-sponsor, twice a year, the Global Market Series: Export Certification Program which is designed to provide SMEs the knowledge to expand into international markets and to prepare for the NASBITE CGBP exam. A series of 9 seminars will be taught by a team of 25 IB professionals. A U.S. Department of Commerce Export Certificate will be granted to participants completing the program. This program will serve as preparation for students and executives interested in taking the NASBITE Certified Global Business Professional credential exam.

A32: Foreign Language/Culture Training and Immersion (Dr. Muir) *Objective: To increase the foreign language communication competence of students, faculty, and the business community.* The TAMU CIBE in collaboration with the College of Liberal Arts will offer “non-credit” language training as ***teacher-led courses, technology-based programs, and native speaker private tutorials*** to accommodate time/place limitations, different learning styles, and the level of achievement desired. Through the CIBE Virtual Lab (***AII***), a broad range of self-

paced technology-based language programs will be available. A teacher-led series of intensive business-focused language and culture courses in French and Spanish will be offered at the beginner and intermediate level during evenings in the fall and spring semesters. Chinese at the will be taught through TAMU's Confucius Institute. For *less common languages*, native speaker-led small groups and private tutorials will be arranged, depending on demand with the help of international graduate students on campus. Participants will be encouraged to continue training with an immersion program at the TAMU's centers in Mexico City, Costa Rica, Italy, and Qatar, or at one of the CIBS's 40 overseas partner schools (Sup-10).

A33: K-12 Global Resources and Training for Teachers and Students (Dr. Wolken)

Objective: To provide international education training, information, and resources to primary and secondary schools. During 2014-2018, the TAMU CIBE program will sponsor ***Scholastic Assistance for Global Education (SAGE)*** that will enrich and expand the K-12 online international commerce and culture resources (SAGE.tamu.edu), with a special emphasis on developing 3-minute *podcasts* on the BRICS (Brazil, Russia, India, China, and South Africa) and MIST (Mexico, Indonesia, South Korea, and Turkey) countries. The TAMU CIBE program in collaboration with the TAMU European Union Center, will sponsor the ***EU Current Issues Program*** promoted to TAMU students and K-12 teachers and students. The resources will be available on the EU Center website. The TAMU CIBE and George Bush International Center will sponsor the ***Young World Scholars Program***, a geography and cultural awareness program for 150 K-12 students in Texas. The TAMU CIBE will sponsor, in collaboration with the College of Education and Texas Council on Economic Education a series of ***International Economics: Social Studies Teachers Workshops*** for K-12 teachers focused on a region of the world each year. The workshops will be broadcast across Texas using TAMU Centra™ system.

C. TAMU CIBE ACTIVITIES WILL FULFILL THE TITLE VI MANDATE AND INVITATIONAL PRIORITIES

TAMU's proposed 33 CIBE *Activities* are designed to achieve the objectives of Sections 611(b) and 612(a, c) of Title VI of the Higher Education Act, which authorized the CIBE program and set forth its purposes and *Program Priorities*, as demonstrated in Exhibit-1, Sup-18 (*Achieves the Objectives of the Federal Statutes*) and Sup-19 (*TAMU CIBE Activities Meet the Objectives of Federal Purposes, Mandatory Programs, and Permissible Programs*).

EXHIBIT-1: TAMU CIBE PROGRAM ACHIEVES THE OBJECTIVES of the FEDERAL STATUTES and PROGRAM PRIORITIES	
OBJECTIVES OF FEDERAL STATUTES	TAMU CIBE ACTIVITIES
<i>Achieves the Broad Objectives of Section 611(b) by providing international education and training that will contribute to U.S. competitiveness in an international economy</i>	Education: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 Research: 24, 26 Outreach: 27, 28, 29, 30, 31, 32, 33
<i>Promotes the Purposes of Section 612(a) including serving as national and regional teaching resource for international business, language, culture, and providing international trade and training</i>	Education : 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 Research: 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26 Outreach : 27, 28, 29, 30, 31, 32, 33
<i>Fulfills Mandatory Activities in Section 612(c)(1) including interdisciplinary programs for students, faculty, and business community</i>	Education: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 Research: 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26 Outreach: 27, 28, 29, 30, 31, 32, 33
<i>Fulfills Permissible Activities in Section 612(c)(2) including overseas study programs including internships, summer institutes, and outreach programs</i>	Education: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 Outreach: 27, 28, 29, 30, 31, 32, 33
COMPETITIVE PREFERENCE PRIORITIES	TAMU CIBE ACTIVITIES
Competitive Preference Priority (1): <i>Collaborative activities with professional associations/businesses on activities designed to expand employment opportunities for international business students such as internships</i>	Education: 2, 3, 5, 6, 8, 11, Research: 26 Outreach: 27, 30, 31, 32
Competitive Preference Priority (2): <i>Significant/sustained collaborative activities with Minority-Serving Institutions or Community Colleges incorporating international, intercultural, or global dimensions of business curriculum of MSI/CC</i>	Education: 5,6, 9, 10,11 Research: 24, 26 Outreach: 27, 28, 29, 31
INVITATIONAL PREFERENCE PRIORITIES	TAMU CIBE ACTIVITIES
Invitational Priority (1): <i>Collaborative activities and partnerships with institutions in Sub-Saharan Africa, South Asia, or South east Asia</i>	Education: 1, 2, 3,4, 6,7, 9, 11, 13, 14 Research: 17,18, 24, 25 Outreach: 27, 28, 29, 30, 31, 32, 33
Invitational Priority (2): <i>Activities focused on language instruction and/or performance testing/assessment to strengthen the preparation of international business professionals</i>	Education: 3, 4, 5 6,8,10,11, 14 Research: 24, 25, 26 Outreach: 28, 32
<i>See Supplements 4, 6, 7, 8, 9, 10, 16, and 17 for more details.</i>	

II. SIGNIFICANCE OF TAMU CIBE PROGRAM

A. THE NATIONAL NEED FOR TAMU CIBE PROGRAM

Globalization has created a national and regional need to restructure economic and business operations that must be addressed by institutions of higher education to preserve and enhance America's global competitiveness. To meet the significant regional and national needs, CIBS conducted a comprehensive IB assessment and arrived at 33 proposed CIBE *Activities*. A thorough process of assessment (web-based survey of students, faculty, trade specialists, and business executives) and consultation (focus groups and interviews) with various national, state, and local constituencies (TAMU CIBE Advisory Council, District Export Councils, SBDCs, Dept. of Commerce, USDA, community colleges, minority-serving institutions and companies) allowed the TAMU CIBE program to identify 10 significant needs, detailed below, that must be met to increase U.S. IB competency and global competitiveness. The TAMU CIBE program, by fulfilling these critical needs (**Sup-20: Fulfills Significant Areas of Need**), will achieve significant national and regional impact on IB education, research, and training in 2014-18 that will achieve Title VIB statutory goals in an exemplary manner. The 10 significant needs are:

Significant Need #1: Student IB and Cultural Competency. *Achieve higher levels of global competency among students by engaging them in overseas study and internships, motivating them to gain language and cross-cultural communication competency, and by providing incentives for them to take international business courses. [Activities: 1-15, 24-28, 31-33]*

Significant Need #2: Globalize Business Faculty and Ph.D. Students. *Increase the number of business faculty and Ph.D. students that are qualified and motivated to include the international dimensions of their discipline in their courses and research. [Activities: 3, 9, 15-25, 27-29]*

Significant Need #3: Internationalize Business Curriculum. *Infuse knowledge of foreign*

languages, culture, and international business practices into the content of business major and minor courses, curricula, and degree programs. [Activities: 1-29, 31-33]

Significant Need #4: IB Education and Training to Advance U.S. Competitiveness. *U.S. students, faculty and business community need to be better prepared to think and compete globally. [Activities: 1-33]*

Significant Need #5: Student and Executive Foreign Language Skills and Knowledge. *Increase number of students and executives that possess foreign language competency and provide increased opportunities to study “less commonly taught languages”. [Activities: 2-6, 8, 10, 11, 25-28, 31]*

Significant Need #6: IB Training & Resources for Non-Business Faculty. *Provide non-business faculty and K-12 teachers training and resources so basic IB concepts can be integrated into their classes and research. [Activities: 11, 25, 27, 32-33]*

Significant Need #7: Internationalize Under-Served Institutions. *Provide guidance and resources to internationalize the students, faculty, and business curriculum of Historically Black, Hispanic-serving institutions, and community colleges. [Activities: 2, 6, 9-11, 24-25, 27-29]*

Significant Need #8: Internationalize Business Professionals and Community. *Increase the number of U.S. business professionals that possess the IB and cultural knowledge to take advantage of global business opportunities. [Activities: 24, 30-31]*

Significant Need #9: IB Research to Advance U.S. Competitiveness and Global Business Strategies. *Research is needed to identify avenues to advance U.S. economic competitiveness and new global business strategies. [Activities 9, 15-25]*

Significant Need #10: Research on IB Education and Language Studies. *Conduct research to explore the motivation, best practices, effectiveness, and long-term impact of international*

education and language studies. [Activities: 24-26]

B. REGIONAL AND NATIONAL SIGNIFICANCE OF TAMU CIBE PROGRAM

The TAMU CIBE program is a regional and national resource for IB education, research, MSIs and for business community/general public outreach. The TAMU CIBE program's impact begins in Texas, which is hugely important for the entire nation's global competitiveness and economic growth. Texas is the second largest U.S. state in terms of total population (~25 million), land size (267,000 square miles), and Hispanic population (~40% of Texans). Gross state product is \$1.434 trillion (2013); if Texas were a nation, it would be the world's 13th largest economy. Texas continues to rank first in exports among the 50 states (\$280 billion in 2013). Two-thirds of all U.S.-Mexico trade passes through Texas, which shares a 1,248-mile border with Mexico. The Port of Houston handles more foreign cargo than any other seaport in the U.S. and Laredo is the nation's largest inland port. Dallas is a global financial center and San Antonio is the financial, legal, and logistical gateway to Mexico. Business in Texas is closely linked to the southern region as well as the U.S. economy through a wide variety of industries ranging from agribusiness and petrochemicals to high-technology manufacturing and services. When the TAMU CIBE program meets the education, research, and outreach needs of Texas, America's global competitiveness is greatly advanced.

The TAMU CIBE *Activities* also meet regional/national needs directly, as does its home base—the Mays Business School and Texas A&M University—the strengths of which were noted in Section I. The TAMU CIBE program impacts beyond its extensive home resources to gain the synergies and efficiencies that result from effective partnerships with other entities like SACS. The TAMU CIBE program's national impact is amplified through a strong network of collaborative *Activities* with other universities across the U.S. The following are a few examples

(See Sup-9: CIBS National Collaboration & Impact for a more complete listing). In languages, the TAMU CIBE program will join with partner universities to offer an annual business foreign language conference, a business communication for language teachers' symposium, business language and culture workshops for community colleges, and K-12 language teacher training. In homeland security, TAMU will work with various institutions in the state and nation to develop research dealing with the U.S. - Mexico Border and Building Human Capital for National Security. A special initiative to internationalize minority-serving institutions (HBCU and HSI) and community colleges is the focus of another university consortium in which the TAMU CIBE program will play a leading role. The TAMU CIBE *Activities* call for hosting conferences and initiatives focused on internationalizing business education, agribusiness trade, competitiveness, and security. The TAMU CIBE sponsored "Advances in International Management" research conference is devoted to advancing the cross-border study of organizations and management practices from a global, regional, and comparative perspective, with an interdisciplinary inquiry. The 2015 initiative will focus on "Emerging Economies and Multinational Enterprises." Two other conferences will be hosted for business doctoral students aimed at internationalizing these future professors. Further, the TAMU CIBE program will support four overseas study programs for business faculty and will host the first EcoBiz (Green) sustainable business FDIB trip to Costa Rica. A new domestic FDIB for MSIs to Washington DC will be hosted in 2016 and 2018.

C. IMPORTANCE AND OUTCOMES OF TAMU CIBE ACTIVITIES

TAMU strategically selected and designed the proposed 33 CIBE *Activities* for 2014-2018 so that their results and outcomes will produce immediate and long-term benefits for students, faculty, business professionals and U.S. global competitiveness overall in the following ten important ways: (1) serve as a regional/national resource for IB, culture, and foreign

language education, internship training, and research to increase the number of undergraduate and graduate students that attain *global business understanding* so as to expand their career opportunities and also become more effective business managers; (2) implement a cutting edge 3-prong *foreign language learning model* (teacher-led, technology-based, and domestic/overseas immersion) designed to increase language/cultural competency (not just classroom seat time!) for a wide-variety of common and less-commonly taught languages; (3) serve as a *model IB eLearning program* for researching, developing, and employing technology-based education and training (Web-conferencing, social networking, Pod- and Webcasting, etc.); (4) serve as a national leader in *IB pedagogy research* to evaluate and determine how we can improve IB learning; (5) serve as a regional/national resource for *global business strategies* and *competitiveness* education, training, and research; (6) provide national IB leadership and training for *faculty* and *doctoral students* to prepare them to understand the international dimensions of their discipline so they can be more effective faculty; (7) serve as an IB education and training mentor for *minority-serving universities and community colleges* so they can expand the IB career opportunities of students and enable them to tap potential of global markets; (8) prepare *U.S. managers* for today's rapidly changing global economy and to earn the *NASBITE CGBP™ credential*; (9) be a national leader in *IB research* to provide U.S. businesses greater understanding and strategic direction that will increase U.S. global competitiveness; and (10) be a national resource for *K-12 teacher* training and web-based global educational materials. As part of the process to quantify the national impact, the TAMU CIBE has developed specific *outcome goals, performance measures, and evaluation plan* for each of the 33 Activities (**Sup-26: Performance Measure Form**; and **Sup-27: Evaluation Plan**). These outcomes will result from the inherent quality of the information, materials, techniques, and training programs

produced by the TAMU CIBE's *Activities*.

III. QUALITY OF THE PROJECT DESIGN

A. PROJECT REPRESENTS AN EXCEPTIONAL APPROACH

TAMU employs a strategic planning, programming, budgeting, and evaluation management model and utilizes a **Project Design and Management Plan (Sup-22)** and Evaluation Plan (Sup-27) for each CIBE *Activity*. Each project has been strategically designed to: (1) address *significant needs* of the target population; (2) provide a *coherent and sustainable program* of education, research, and outreach; (3) support an *ongoing line of research inquiry and development*, and (4) yield *measurable outputs, outcomes, and impacts* consistent with goal attainment. The 33 TAMU CIBE *Activities* proposed for 2014-2018 have been designed to enhance IB education and America's international business and trade competitiveness and to accomplish the following project purposes, as set forth in the legislative mandate of sections 611(b) and 612(a, c) of Title VIB:

(1) Serve as a national resource for the United States in promoting significantly improved teaching of international business strategies, methods and techniques. The TAMU CIBE program will advance the teaching of IB business for thousands of students enrolled in Mays and help other business schools, especially MSIs, better prepare students for global business. TAMU CIBE-supported pedagogical research will advance the effectiveness of IB instruction;

(2) Provide instruction in foreign languages and international studies necessary for businesses to have an effective working knowledge of the languages, cultures and customs of foreign countries. CIBS will work closely with the College of Liberal Arts (European and Classical Languages, Arabic and Asian Languages, and Hispanic Studies) to provide extensive credit and non-credit business language instruction for business managers, students, and faculty;

(3) Supply research support as well as training and education in significant aspects of trade, culture, and related international studies. TAMU, through the CIBE program, will provide financial and technical support for significant research by faculty members and Ph.D. students related to understanding and enhancing global business and offering faculty and student exchange and internship opportunities that build expertise in world regions where the U.S. has critical strategic and commercial interests such as Sub-Saharan Africa, East, Southeast and South Asia;

(4) Supply training and instruction to nonbusiness as well as business students. The TAMU CIBE initiative will provide a broad array of courses, study abroad, and mentoring for nonbusiness students and faculty to assist them in gaining an understanding of key cultural, economic, political and social issues of nations;

(5) Create educational and research activities aimed at fulfilling the training and instructional needs of national and regional businesses to become successful competitors in foreign markets. The CIBE outreach *Activities* are designed to help the business community: a) gain the skills and knowledge to excel in the global marketplace, b) increase understanding of critical differences in cultures, institutions, and business regulations in world markets; c) develop foreign language skills; and d) participate in overseas trade missions and educational tours;

(6) Provide service to other colleges and universities within the TAMU CIBE's region and to their faculties and students. The TAMU CIBE program will work, especially with MSIs, within the region (TAMUS and SACS) to help them internationalize their courses, curricula, and faculty and pursue funding opportunities. TAMU CIBE program will provide: a) IB course materials and curriculum guidance; b) seminars, workshops, and access to trade certification programs (some technology-based) for faculty and students; c) overseas educational experiences for

faculty and students, and d) cooperative research.

B. PROJECT IS COHERENT AND SUSTAINABLE

The proposed *Activities* are designed to provide a coherent and sustained program of IB education, training/outreach and research. The **Education Activities** represent long-term investment in student intellectual capital, generating high financial returns for many years to come in the form of pragmatic international business managers and, in the case of today's doctoral students, more business professors who understand the nature and importance of international business. The **Outreach Activities** allow hundreds of executives to gain skills and knowledge that will allow them to take advantage of opportunities in the global marketplace especially in emerging economies. The internationalization of the TAMU business faculty and other faculty in the region and across the nation through **Research Activities** constitutes another form of enduring investment in intellectual capital. Further, new courses developed with TAMU CIBE resources will become part of the permanent curriculum, benefiting students for many years. The TAMU CIBE program will also make enduring tangible investments in international education delivery systems by developing **technology-based** educational materials (Internet-based, Pod- and Webcast, Webinars, etc.). Creation of web-based learning courses and teaching materials and our full compliance with the *Department of Education's General Education Provisions Act (GEPA)* will assure their full dissemination to all Americans. Finally, long-term sustainability of TAMU CIBE programs is augmented by the Center's demonstrated ability to secure external resources to supplement CIBE funds.

C. PROJECT'S ONGOING LINE OF RESEARCH AND INQUIRY

Title VIB mandates that CIBEs conduct “*research designed to strengthen and improve the international aspects of business and professional education and to promote integrated*

curricula; and research designed to promote the international competitiveness of American businesses and firms, including those not currently active in international trade.” The **Research Activities** proposed for 2014-2018 are designed to address issues that have a direct bearing on U.S. competitiveness and multinational business strategies, especially as it relates to emerging economies and IB education. This research agenda is made possible since Mays faculty possess a wide range of pertinent expertise, including trade and investment issues, the strategic and operating management of multinational corporations, the formation of global business alliances and joint ventures, cross-cultural management, information security, emerging economies, global supply chain management, global innovation and marketing, international financial markets and IB education. See **Exhibit-2** for a sampling of recent Mays faculty research.

<p style="text-align: center;"><u>Exhibit-2</u></p> <p style="text-align: center;">Selected 2013-14 Mays IB Research Publications</p> <ul style="list-style-type: none"> • Ahmed, Anwer S., Neel, Michael J. & Wang, Dechun (2013). <i>Does mandatory adoption of IFRS improve accounting quality? Preliminary evidence.</i> Contemporary Accounting Research, Forthcoming. Vol. 30 (#4), pp. 1344-1372. • Eden, Lorraine, Li Dai, and Pail Beamish (2013). <i>Place, space and geographical exposure: Foreign subsidiary survival in conflict zones.</i> Journal of International Business Studies, Vol. 44, pp. 554-576. • Eden, Lorraine (In Press). Chapter. <i>Transfer pricing, illicit money flows and developing countries.</i> Washington, DC: World Bank Book. • Hitt, Michael A., D. Ahlstrom, E. Levitas, T. Dacin, and H. Zhu (2014). <i>The three faces of China: Strategic alliance partner selection in three Chinese economies.</i> Journal of World Business. • Hitt, Michael A., G. Kling, A. Ghobadian, N. O'Regan, and U. Weitzel (2014). <i>The effects of cross-border and cross-industry M&As on home-region and global MNEs.</i> British Journal of Management, Vol. 25, pp. S116-S132. • Hitt, Michael A., and K. Xu (2013). <i>The effect of institutional distance on FDI strategies: Co-integration and decomposition effects.</i> Proceedings from Conference Paper. • Hitt, Michael A., J.-L. Arregle, T.L. Miller, and P.W. Beamish (2013). <i>The institutional diversity of regions and MNEs' internationalization.</i> Proceedings from Conference Paper. • Ireland, R. Duane, D. Li, L.E. Eden, M.A. Hitt and R.D. Ireland (2013). <i>Governance in multilateral R&D alliances.</i> Organization Science, Vol. 23 (#4), pp. 1191-1210 • Tihanyi, Laszlo, S.A. Soule, and A. Swaminathan (2014). <i>The diffusion of foreign divestment from Burma.</i> Strategic Management Journal. • Varadarajan, Rajan (2012). <i>Offshore outsourcing of customer relationship management: Conceptual model and propositions.</i> Journal of the Academy of Marketing Science, Vol. 40 (#2), pp. 347-363. <p style="text-align: right;">Page 1 of 1</p>

There are also significant faculty assets in sister colleges, such as Liberal Arts (foreign

language/regional studies), Agriculture (agribusiness/agro-terrorism), and the Bush School (foreign affairs/national security) (Sup-6). The human resources available to carry out these *Activities* are considerable, not only at TAMU but in the network of relationships and partnerships that the TAMU CIBE has developed (Sup-7 and Sup-9). The TAMU CIBE program will utilize its extensive human and other assets in carrying out these proposed *Activities* for the next four years and thereby provide a coherent, sustained program of research in the field of American economic competitiveness.

D. PROJECT HAS SPECIFIED AND MEASURABLE GOALS AND OUTCOMES

To achieve the statutory program goals and the corollary targeted objectives, TAMU has designed CIBE program *Activities* expected to yield measurable outcomes and impacts consistent with objectives attained. For each of the 33 *Activities*, specific outcome goals, performance measures, and an evaluation plan have been established (Sup-26 and Sup-27).

IV. QUALITY OF THE MANAGEMENT PLAN

A. MEETING THE PROJECT OBJECTIVES ON TIME AND WITHIN BUDGET

Texas A&M's CIBE program has a leadership team with a well-established record of planning and managing successful IB educational, research, and outreach *Activities* and is backed by the full support of the administration and faculty of one of the largest business schools and state university systems in the nation. Plans for the 33 *Activities* to be conducted by the TAMU CIBE program during the 2014-2018 funding period have been developed in accordance with the TAMU's proven planning, programming, budgeting, and evaluation model. The framework for this model is the legislation authorizing the CIBE program. This statute states the goals to be Projepursued and sets forth the mandated and permissible activities that are to be utilized to achieve these goals. The TAMU CIBE program establishes program objectives that will achieve

the statutory project goals and then plans and develops program Activities based on an extensive *needs assessment* and the set of legislatively mandated and permissible activities to accomplish these objectives (Sup-18, Sup-19 and Sup-20). Accomplishing these *Activities*, will yield target outputs and outcomes which will be compared to actual performance measures and indicators to assess progress in the achievement of the target objectives (Sup-26 and Sup-27). Further, outputs are mapped against input flows to assess the cost effectiveness of the *Activities*.

A Project Design and Management Plan (Sup-22) has been developed for each *Activity* that describes in detail the TAMU CIBE program's management plan; clearly setting forth designated responsibilities, explicit timelines, and milestones for accomplishing activity tasks and **Sup-23: Timeline, Milestones, and Principal Outcomes** provides a quick overview.

Detailed budget information for each *Activity* is provided in **Sup-25: Budget Notes**; and **Sup-28: Budget Spreadsheets Detailed by Activity/Category**.

B. TIME COMMITMENTS OF PROJECT DIRECTOR AND KEY PERSONNEL

The TAMU CIBE program team will manage the operations of the 2014-2018 program (**Sup-21: TAMU CIBE PROGRAM Organizational Chart**). The key individuals are listed below, along with their respective titles and their percentage allocation of time. In each case TAMU will cost share with the ED and will utilize other internal and external sources of support so that federal funding can be leveraged efficiently.

- **Dr. Julian Gaspar**, Principal Investigator and Executive Director of the Center for International Business Studies (CIBS) has managed CIBE operations since its inception 23 years ago, will commit 80% effort to the CIBE. TAMU will cost-share his time at the rate of 40% for years 1 through 4. ED is requested to support 40% of his salary for years 1 through 4.
- **Ms. Katy Lane**, Program Coordinator of the CIBS will devote 100% of her time to the TAMU

CIBE *Activities*. ED funds are requested to cover 50% of her salary for the grant period and TAMU funding will provide 50%.

- Ms. Ashley Loudat, Business Administrator for Administration and Fiscal Affairs, will commit 100 percent of her time to the TAMU CIBE program. ED funds are requested to cover 50% for years 1 through 4. TAMU will provide 50% salary support for years 1 through 4.

- Ms. Dana Ethridge, Business Associate for Office Management, will commit 100 percent of her time to the TAMU CIBE program. ED funds are requested to cover 50% of her time and TAMU will provide 50% salary support.

- Dr. Nancy Simpson, Director, Undergraduate Special Programs and Quality Enhancement Program, will commit her time to provide consultation on the design, implementation, analysis and evaluation of the ongoing TAMU CIBE program and will be compensated \$5,000 per year.

- Dr. Jose Bermudez, Dean, Liberal Arts will oversee the foreign language and cultural studies support provided to the TAMU CIBE program by the European and Classical Languages, Hispanic Studies, and Arabic and Asian Language Office; \$5,000 per year in CIBE funds will be provided to the department to support these *Activities* (A10, A11, A30).

- Dr. Michael Pustay, Associate Director of Educational Programs, will commit 5% of his time to the TAMU CIBE. No ED funds are required.

- Dr. Lorraine Eden, Associate Director of Research Programs, will dedicate 5% of her time to spearhead the research agenda described in this proposal. No ED funds are required.

Other Mays faculty who will work closely with the TAMU CIBE include: *Dr. Arreola-Risa, Dr. Bierman, Dr. Loudder, Dr. McAnally, Dr. Hitt, Dr. Ireland, Dr. Lester, Dr. Kolari, Dr. Chen, Dr. Mahajan, Dr. Muir, Dr. Oliva, Dr. Shankar, Dr. Koufteros, Dr. Tihanyi, Dr. Varadarajan, Dr. Panina, Dr. Flint, Ms. Guyton, Ms. Sanders, Dr. Paetzold, Dr. Nixon, Dr.*

Griffin, Dr. Boswell, Dr. Pappu, Dr. Welch, Mr. Chandler and Dr. Wolken at no cost to ED.

University administrators and faculty such as *Dr. Flaherty* (Director, Study Abroad and Internship Programs), *Dr. Droleskey* (Executive Director, Global Program Support Effectiveness), *Dr. Kluver* (Executive Director, Global Partnerships and Projects), *Dr. Drysdale* (Director, Undergraduate Programs), *Dr. Windle* (Assoc. Director, Undergraduate Programs), *Dr. Musoma*, (Director, Regents Scholar Program), *Dr. Arizpe* (Director, Hispanic Studies Department), *Ms. Burton* (TAMU Career Services), *Dr. Ayari* (Asst. Professor, Arabic Studies) will dedicate a percentage of their time to specific TAMU CIBE programs at no cost to ED.

The TAMU CIBE will also draw upon the resources and international knowledge and experience of the faculty of the Colleges of Agriculture, Engineering, Liberal Arts, and the Bush School and its network of collaborative partnerships in Texas and across the nation and globe (Sup-6-10); and **Sup-3: Letters of Support**, at no cost to ED.

In summary, the TAMU CIBE management team (Sup-21) and its operational plan will serve as a model project and national resource for international business education and research.

V. QUALITY OF PROJECT PERSONNEL

The TAMU CIBE program is directed by a team (Sup-21) of highly regarded international educators and researchers from diverse backgrounds and with significant educational, research, and operational experience. Moreover, this administrative team has more than two decades of experience in managing a large and successful international business education, research, and outreach center (**Sup-24: Resumes**).

A. QUALIFICATIONS OF THE PROJECT DIRECTOR

The Principal Investigator for the TAMU CIBE activity is **Dr. Julian Gaspar**, who is the current CIBE Director, Executive Director of Mays Center for International Business Studies

(CIBS), Chair of Mays International Business Policy Committee, Mays Representative of TAMU's International Policy Committee and Study Abroad Programs Policy Committees. Dr. Gaspar was the operational director of the TAMU CIBE program from 1991-2012 and has been PI directing the TAMU CIBE since 2012. He has been the Principal Investigator of several grants (U.S. Department of State – Bureau of Cultural and Educational Affairs, Eurasia Foundation, USAID, etc.), that have led to internationalization of over a dozen Mays faculty colleagues. Dr. Gaspar received his MBA in Finance and International Business from Indiana University and Ph.D. in International and Monetary Economics from Georgetown University. He has unique international business qualifications as a practitioner with multinational and multilateral institutions as well as an academic and administrator. After receiving his Ph.D., Dr. Gaspar worked with Bank of America as a country/industry risk economist (Asia). He then joined the World Bank as an international economist for the Asia, Middle East, and Eastern Europe Departments before joining TAMU in 1991. He is an expert in international economic development and finance. Having traveled and worked in over 60 countries, Dr. Gaspar frequently consults with the U.S. Department of State on international business and economic projects related to developing and transition economies. He conducts three overseas programs each year in China, France, and India. Dr. Gaspar is the lead author of two textbooks: Introduction to Global Business (Southwestern Cengage Learning, 2014) and Introduction to Business: Globalization, Ethics, and Technology 2nd Ed. (Yolo Learning Solutions, 2015).

B. QUALIFICATIONS OF OTHER KEY PERSONNEL

Other key TAMU CIBE program operational personnel include Ms. Katy Lane (student and outreach programs) and Ms. Ashley Loudat (budget and fiscal initiatives). Dr. Michael Pustay and Dr. Lorraine Eden administer the TAMU CIBE program's educational and research

programs respectively. Dr. Nancy Simpson oversees performance evaluation and assessment of TAMU CIBE activities. Dr. Jose Bermudez, Dean, TAMU College of Liberal Arts, and Dr. Victor Arizpe, Professor of Hispanic Studies are also actively involved with the TAMU CIBE

Katy Lane, CIBS Program Coordinator is active in program design, implementation, and management and is the Academic Advisor for incoming and outgoing exchange students. She also coordinates conference and workshop planning, visits by international scholars, and the development and dissemination of Center activities via the center's website and social media.

Ashley Loudat, Business Administrator is responsible for TAMU CIBE program's budget and administration. She assists with financial planning, funding TAMU CIBE program's education, research, and outreach activities and keeping the various international programs in compliance with university, state and federal fiscal reporting standards.

Dr. Michael Pustay, Professor of Management, is Associate Director for Educational Programs. Dr. Pustay is coauthor of a widely-used international business textbook, *International Business – A Managerial Perspective* (Prentice-Hall, 7th ed.). He offers multiple FDIB domestic programs directed to MSIs and teaches International Business and International Business Policy.

Dr. Lorraine Eden, Professor of Management, is Associate Director for Research. Dr. Eden served as previous Editor-In-Chief of the Journal of International Business Studies (JIBS). Author of seven books and more than 100 journal articles, she has received numerous awards. She served as V.P. and 2002 Program Chair of the Academy of Intl. Business and was selected an AIB Fellow in 2004. She coordinates Mays-Bush school education and research programs.

Dr. Nancy Simpson, Director of Undergraduate Programs Special Projects and Mays Quality Enhancement Planning Director. Dr. Simpson conducts ongoing evaluation of the Mays undergraduate program, and is responsible for AACSB assessment reporting. She is winner of

numerous teaching awards and is recognized for her expertise and accomplishments in teaching.

Dr. Jose Luis Bermudez, Dean of the College of Liberal Arts is a strong supporter and advocate of our joint partnerships on various CIBE activities related with International Studies, Hispanic Studies, Languages and area studies especially those related to Asia.

Dr. Victor Arizpe, Professor of Spanish and Director of Hispanic Study Abroad Programs at TAMU. He will leverage his extensive experience in planning and developing Spanish for Business courses and overseas internship training of Hispanic students to extend those initiatives to MSIs in Texas and SACS indicated in proposed CIBE *Activities*.

Mr. Joshua Ellison, Alumni Relations Coordinator for Mays Business School, is responsible for regular communication with and access to Mays alumni. He will assist us with surveying our students to effectively measure the effectiveness of our various programs.

Numerous other faculty and staff members will play significant roles in TAMU CIBE *Activities*. Please see the resumes of 40 of the TAMU CIBE program administrative team, faculty, and administrators ([Sup-1](#) and [Sup-24](#)).

C. ENCOURAGES APPLICATIONS FROM UNDER-REPRESENTED GROUPS

The TAMU System has been an equal opportunity, affirmative action employer for many years and is strongly committed to the hiring and selection of staff and faculty, graduate and undergraduate students, and other participants in its programs without reference to or consideration of race, color, national origin, gender, age or disability. The TAMU CIBE will continually seek to provide full access, fair treatment, and participation in its programs in full accordance with the Department of Education's ***General Education Provisions Act (GEPA)***. TAMU, Mays Business School, and the CIBE will work to enhance participation by men and women coming from under-represented groups in all CIBE *Activities*. A number of *Activities* are

specifically focused on increasing participation by *under-represented* groups (**A1:** *Regents Scholars Global Certificate of Achievement*; **A2:** *Overseas Immersion: IB in Emerging Economies*; **A5:** *Empowering the Region's Hispanic and Spanish Speaking Student Population for Business Careers in Latin America*; **A6:** *International Business Internship Empowerment*; **A9:** *Internationalization of Doctoral Business Students*; **A24:** *Effectiveness of Offering IB Certification Utilizing MOOCs*; **A26:** *Analyzing Perceived Barriers to Study Abroad and Language Learning*; **A27:** *Internationalizing MSIs and Community Colleges*; **A29:** *Overseas FDIB Programs*; and **A28:** *Domestic FDIB and Language Programs*).

VI. ADEQUACY OF RESOURCES

A. TAMU CIBE ACTIVITIES ARE COST-EFFECTIVE

The preceding sections of this proposal have outlined plans for the 33 TAMU CIBE *Activities* to be implemented in the 2014-2018 period in a cost-effective manner using both ED funds and non-ED funds and resources. TAMU CIBE program budget formulation, cost efficiency, and effectiveness reflect the input of numerous experienced administrators, faculty, and staff serving Mays and the CIBS. The proposed *Activities* build on the achievements, experience, and extensive resource base stemming from 24 years of successful TAMU CIBE program operation. CIBS accomplishments have enabled the CIBE program to gain significant levels of non-ED external financial support for 2014-2018 *Activities* through its extensive network of governmental, business, and personal contacts and relationships. The requested ED grant outlined in this proposal will be combined with TAMU and other external resources to fund the growing global business education, research and outreach efforts at TAMU, the success of which serves to generate additional external resources and thereby further *leveraging* the impact of ED monies on international education, research, and outreach (Sup-25 and Sup-28).

The total funding requested from the Department of Education for the 2014-2018 period is \$1,450,070 or average annual funding of \$362,517. The amount of funds requested from ED is 49.4 percent of the total estimated cost. Texas A&M University will contribute \$1,483,947 or an average annual amount of \$370,987 which is 50.6 percent of the grand total. In addition to the salaries budgeted as TAMU matching, several TAMU administrators and faculty members will be coordinating specific *Activities* at no cost to ED.

B. SUPPORT FROM TEXAS A&M UNIVERSITY AND MAYS BUSINESS SCHOOL

The TAMU CIBE program has more than adequate facilities, equipment, and personnel to support the 2014-2018 project. The TAMU CIBE is backed by the full support and extensive resources of the administration and faculty of Texas A&M University and Mays Business School -- one of the largest university systems and business schools in the nation (Sup-6). The TAMU CIBE program also has the support of an extensive network of professionals and organizations in Texas, across the nation and world (Sup-7, Sup-8 and Sup-9). The TAMU CIBE program will utilize all these resources to support the *Activities* planned for 2014-2018.

1. TEXAS A&M UNIVERSITY RESOURCES

As a federally designated Land-grant, Sea-grant, and Space-grant university, TAMU has a strong foundation of resources to support the TAMU CIBE *Activities*. The University is dedicated to providing high quality, *globally oriented instruction* for students, *international research and development opportunities* for faculty and doctoral students, and *international outreach programs* to assist economic development and global competitiveness in Texas and the U.S. and the TAMU CIBE has the resources to accomplish it (Sup-4).

Operational. TAMU is located on a 5,200 acre campus, including a 400-acre Research Park, supported by an \$8.7 billion endowment. The TAMU System consists of 13 academic

institutions in Texas and one in Doha, Qatar and seven State Agencies that comprise an extensive educational & research network across the state. TAMU is also the home of the George Bush Presidential Library and Museum, the Norman Borlaug Institute for International Agriculture (named for 1970 Nobel Peace Prize recipient), and the Integrative Center for Homeland Security.

International Programs. The Global Programs Support (GPS) office oversees TAMU's international activities (Sup-12). GPS supports the efforts of Colleges and Centers to infuse an international dimension into their teaching, research, and public service programs. GPS provides assistance with over 130 formal research and exchange agreements, 800 international faculty and scholar visits per year, thousands of study and intern abroad students, and 4,000+ foreign students from 120 countries each year. The GPS is comprised of *Study Abroad Programs*, *Global Programs Support Effectiveness* and *Global Partnerships & Projects*.

Research. TAMU is a nationally and internationally recognized research university that conducts more than \$580M in sponsored research each year and is ranked a top 20 university nationally. TAMU has a large research faculty and exceptional information technology, computer facilities, and research library resources. TAMU consistently ranks in the top ten universities in the number of Fulbright Scholars. TAMU is only the second U.S. university to form a major research partnership with Mexico's *National Council for Science and Technology (CONACYT)*, which is Mexico's equivalent of the National Science Foundation. A major research entity, the TAMU *Integrative Center for Homeland Security*, serves as an umbrella organization for supporting security related research and training, including the *National Center for Border Security & Immigration* and *Center for Foreign Animal & Zoonotic Disease Defense*.

Computer Facilities. TAMU students and faculty have access to state-of-the-art computer resources, both wired and wireless. The *TAMU Computer & Information Services*

(CIS) provides 24/7 computing resources and support (*Help Desk Central*) to facilitate the academic, research, and administrative endeavors of TAMU students and faculty. CIS supports the TAMU Internet backbone, Supercomputing facility, and email services and provides an engineering team, installation team, system team, computer training, and a graphics laboratory.

Technology-Based/Distance Education. TAMU offers a growing number of technology-based courses, training and certificate programs. The TAMU *Office of Distance Education* and the *Instructional Technology Services* staff provide full support (Blackboard Vista, Centra, StudyMate, Camtasia, etc.) for those developing or enrolled-in technology-based educational programs. The *Trans-Texas Video Conference Network* (TTVN) provides two-way conferencing to 13 TAMU System campuses and 325 videoconference facilities in 45 Texas cities, Mexico City, Costa Rica, and Qatar and to over 140,000 desktops simultaneously (Sup-7).

Library Resources: The Texas A&M Library System (5 libraries) research collections number over 4M volumes, including 400,000 e-books. The *Online Computer Library Center* national database provides 24/7 access to 54M bibliographic records in more than 53,000 libraries in 96 countries. TAMU ranks 2nd for electronic serial expenditures among U.S. public academic libraries.

2. MAYS BUSINESS SCHOOL RESOURCES

The TAMU CIBE has the full support and commitment of education and research resources from the Dean, department heads, faculty, and staff in Mays Business School. Mays will contribute \$1.5M in matching for the 2014-2018 budget in salaries, benefits, scholarships, and operating costs for the administration of the TAMU CIBE Program. The TAMU CIBE program draws upon the resources and personnel from the *Mays administrative offices* and the *Center for International Business (CIBS)*; and its research and outreach oriented sub-centers—

Center for Study of Western Hemispheric Trade (CSWHT) and the *North American Business and Public Policy Studies Program*. Mays has formal exchange programs with more than 40 business schools in Africa, Asia, Europe, and Latin America (Sup-10), access to over 130 TAMU research and exchange agreements worldwide and third-party programs (Sup-17). The TAMU CIBE program also receives technical and financial support from Mays and income from the \$2.3 million CIBS endowment. Many TAMU administrators and faculty have committed to work directly with the TAMU CIBE program on the proposed 33 *Activities* and other initiatives.

The TAMU CIBE program is housed in the Wehner Building, a \$54 million, 248,000 square feet facility. Computer network accessibility (wired and wireless) and classroom Smart-equipment seamlessly interconnects students, faculty, and administrative offices 24/7. The building also includes a distance-learning classroom equipped with interactive video-conferencing equipment, a 475-seat auditorium, and an *Executive Development* facility for hosting outreach *Activities*. Students have 24- hour access to computer labs.

The West Campus Library, located adjacent to the Wehner Building, is a state-of-the-art electronic library dedicated exclusively to business research, with all resources accessible via the Internet— electronic databases, journals, and Internet resources. The building seats 1,000 students, with computer workstations, project meeting rooms, and a microcomputer center.

The Mays Business School has centers of excellence dedicated to conducting domestic and international education, research and training for faculty, students, and executives (Sup-15): *Center for Human Resource Management*— a catalyst for research and education in human resource development; *Center for Management Information Systems*— conducts research and training on information systems, supply chain management and cyberterrorism; *Center for New Ventures and Entrepreneurship*— conducts research on timely issues related to global

entrepreneurship and entrepreneurial innovation; *Center for Retailing Studies*– promotes and supports retailing career development through student and executive programs, and resources for retailing research; *Center for Executive Development*– provides domestic/international executive education for leading organizations in house or abroad; *Real Estate Center*– the nation’s largest publicly funded real estate research organization; and the *Reliant Energy Securities and Commodities Trading Center*– enables students and faculty to gain hands-on foreign exchange, commodities, and securities trading experience mirroring the “real” global marketplace.

The TAMU CIBE program is very fortunate to have access to these extensive resources of facilities, equipment, and personnel to support the 2014-2018 project.

VII. QUALITY OF PROJECT EVALUATION

Over the past 4 years the CIBS, in collaboration with the TAMU Office of Institutional Assessment, CIBE Advisory Council, Mays AACSB Learning Assurance Program, TAMU Personalized Instructor/Course Appraisal System (PICA) and CIBE Study Abroad Assessment Consortium has established strategic processes and instruments to: a) assess TAMU CIBE activities and IB learning/training of students and executives, b) draw conclusions from that assessment, and c) implement continuous refinement of TAMU CIBE educational, research and outreach activities.

Building upon this foundation of evaluation and continuous improvement processes, the TAMU CIBE program will conduct a systematic evaluation (formative and summative) of its 2014-2018 *Activities* and processes, using objective performance measures, to provide reliable and meaningful quantitative and qualitative evidence about grant operations and outcomes. The TAMU CIBE has committed \$41,086 of the total 2014-2018 budget (DOE and TAMU) to support the evaluation process. For each of the 33 *Activities*, specific **outcome goals** and

performance measures have been established (Sup-26) and an Evaluation Plan (Sup-27) has been developed. *Qualitative* and *quantitative* data collection procedures will be employed in the evaluation process to determine how well specific **outcome goals** and **target standards** have been accomplished for each *Activity* and to provide *Government Performance and Results Act (GPRA)* data for the *International Resource Information System (IRIS)* reporting system. The data will be compared to the **target standards** to identify favorable and adverse variances. Large variances will be assessed for likely causes, and when necessary, appropriate adjustments to the *Activity* will be implemented.

Dr. Nancy Simpson, Mays' representative of TAMU Office of Institutional Assessment and nationally recognized as an evaluation expert, will facilitate the evaluation process of the TAMU CIBE project. Due to the breadth of this project, the TAMU CIBE has assembled an internal team and the services of an external evaluator to conduct ongoing assessment. The **internal evaluation team** will meet during each semester to assist with the development and execution of the evaluation process and the implementation of continuous improvement based on the quantitative and qualitative data collected for each *Activity* and input from the *activity leaders, Mays AACSB Learning Assurances Program, CIBE Advisory Council, and the external evaluator*. In addition to Dr. Simpson, the **internal evaluation team** is made up of four members, each overseeing specific areas of expertise: Dr. Marty Loudder (Education Activities), Associate Dean and director of Mays College AACSB assessment; Dr. Lorraine Eden (Research Activities), Management Professor; Dr. Henry Musoma (Outreach Activities), Director of Regents Program; and Dr. Victor Arizpe (MSI and Language Activities), Hispanic Studies Professor. The **external evaluator**, Dr. Robert Hoskisson, George R. Brown Professor of Management at Rice University, will visit the CIBE in year one to benchmark the program and

in year four to conduct a comprehensive and objective evaluation of the grant *Activities*. Dr. Hoskisson possesses a distinguished set of credentials and accomplishments in IB education and a strong understanding and commitment to improving learning through assessment. The formative evaluations will address questions about the processes of developing and managing the TAMU CIBE *Activities* and the summative evaluations will assess program outcomes against baseline data collected early in the project. Evaluation results will be used to assess the quality and effectiveness of the project and to stimulate a continuous improvement cycle.

As part of the Mays Business School AACSB accreditation process, Dr. Marty Loudder has implemented a comprehensive assessment process to measure student learning, the *Mays AACSB Learning Assurance Program (LAP)*. LAP is aligned with the university's widespread assessment process and all 2014-2018 CIBE student IB *Activities* will be harmonized with the LAP process and assessed for student learning. The LAP assessment results will be used to evaluate the quality and effectiveness of IB courses and to improve IB course content and student learning. In addition, the TAMU CIBE will implement a pilot test in 2016 using the *Educational Testing Services (ETS) Business Major Fields Test* (~10% IB content) as a freshman benchmark and as a senior exit test to determine the level of integrated IB learning in the Mays curriculum. The *TAMU CIBE Advisory Council* (Sup-1), consisting of external corporate and government members and internal academic members will provide input throughout the year. At the annual meeting, Advisory Council members will receive a full report on TAMU CIBE *Activities* and be asked to provide feedback and recommendations.

The internal evaluation team has constructed a range of *outcome goals, performance measures, target standards* and *assessment methods* to carry out an ongoing review of specific *Activities* and processes (**Exhibit-3: A sampling of Sup-26**). Such review will provide

information and data about the impact and effectiveness of the education, research, and outreach objectives of the 2014-2018 TAMU CIBE project. The evaluation criteria used to measure the progress and successes of each *Activity* were chosen for the different dimensions of program performance covered and measurement of distinct characteristics, permitting objectivity in program evaluation. Examples of such objective evaluation criteria include the number of: students completing courses and certificate programs; courses and modules developed; new partners added to the network; pre/post test results (*Global Skills and Knowledge Test* and *ETS Business Majors Field Test*); and other quantitative evaluation criteria.

Exhibit 3: A Sampling of <u>Supplement 26</u> – TAMU CIBE PROGRAM: Performance Measurement Form		
<i>Goal Statement</i>	<i>Performance Measures</i>	<i>Activities</i>
EDUCATION		
1. Infuse global competency in first generation university-bound students.	A) Create and offer a Regents Scholars Global Certificate program. B) Increase global skills/knowledge survey by 50%	A1) Develop global perspective courses and activities. A2) Develop short-term overseas study trips. B1) Provide global perspective courses and activities. B2) Provide opportunities to engage with international students.
RESEARCH		
16. Determine the role of int'l entrepreneurship and new venture creation in American Global Competitiveness.	A) Identify key issues in the conduct of global entrepreneurship. B) Determine leveraging strategies to enhance U.S. business competitiveness.	A1) Provide support for int'l entrepreneurship research and dissemination. A2) Partner with the Center for New Ventures and Entrepreneurship. B1) Conduct research across cultural and national boundaries in the “underground” and “informal” economy. B2) Leverage data collected from 630 entrepreneurs in U.S., France, China and Russia to evaluate effect of entrepreneur social networks on new venture performance across cultures and institutional environments.
OUTREACH		
32. Increase foreign language communication competence of students, faculty, and the business community.	A) Develop “non-credit” language training with the CIBE Virtual Lab. B) Offer teacher-led intensive language courses during the fall and spring semesters.	A1) Create technology-based programs. A2) Provide native speaker tutorials. B1) Develop beginning and intermediate Spanish course. B2) Develop beginning and intermediate French course.
See Supplements 26 (<i>Performance Measurement Plan</i>) and 27 (<i>Evaluation Plan</i>) for more information		

Quantitative evaluation criteria will be supplemented by qualitative assessments that provide equally valuable viewpoints on performance achievements and areas that merit improvement. Examples of important qualitative evaluation criteria to be employed include: students blogs about courses and study abroad programs; feedback from Advisory Council members; meetings with small business employees that have completed outreach programs; and other qualitative evaluation criteria.

The quantitative and qualitative data collected will be used to continuously improve the TAMU CIBE *Activities* and to submit an annual performance report to the ED and to provide *GPRA* data for the *IRIS* reporting system.

VIII. COMPETITIVE PREFERENCE PRIORITY 1: Business Collaboration

As summarized in Exhibit-1, pg. 29 and based on past relationships, the following TAMU CIBE *Activities* are planned in cooperation with professional organizations like NASBITE (for export certification programs), third-party providers (for internship opportunities), and state and federal agencies (District Export Councils, SBDCs, Dept. of Commerce, USDA, etc.) for work-study opportunities: Education: 2, 3, 5, 6, 8, 11; Research: 26; Outreach: 27, 30, 31, 32.

IX. COMPETITIVE PREFERENCE PRIORITY 2: Community College/MSI Collaboration

TAMU CIBE has a successful history of collaboration with community colleges (e.g., language programs), HBCUs like Prairie View A&M University (see letter of support) and MSI FDIB programs. TAMU CIBE *Activities* are designed to incorporate international, intercultural, and global dimensions into the business curriculum of MSIs and community colleges. TAMU CIBE *Activities* for 2014-18 are summarized in Exhibit-1 and include: Education: 5, 6, 9, 10, 11; Research: 24, 26; Outreach: 27, 28, 29, 31.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

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To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Delete Optional Other Attachment

View Optional Other Attachment

Supplement 1

CIBS: ADVISORY COUNCIL

The TAMU CIBER Advisory Council was created in 1990 as the successor to the Center for International Business Studies Board of Advisors, which had been created in 1986. The Council has both external (to TAMU) and internal (TAMU) members. The **internal members** include administrators and faculty in Mays, the Bush School of Government and Public Service, the Colleges of Liberal Arts, Agriculture, and Engineering, and the Executive Director of International Student Services. **External membership** includes local, state, and national business executives, and public sector officials and other professionals. And as required— *“one representative appointed by the Governor of the State whose normal responsibilities include official oversight or involvement in State-sponsored trade-related activities or programs”*— **Mr. Mirabi*** was appointed by Texas Governor Rick Perry to serve on the TAMU CIBE Advisory Council. The combined internal and external membership brings a considerable measure of diversity that is very helpful to the CIBE in carrying out the wide variety of CIBE activities.

The full Council meets **annually at Texas A&M University** (*during April*) to plan, evaluate and advise on CIBE activities. Dr. Gaspar also holds meetings throughout the year and meets with individual members via phone and in-person, as needed. The wide span of experience that the Council membership includes provides a valuable source of counsel to the Center in planning and organizing its global initiative. Numerous council members are financial donors to the Center, donating funds for study abroad scholarships and to support the Center’s operations. Members serve as visiting classroom lecturers, and use their contacts in the business world and government to bring distinguished speakers to campus.

EXTERNAL MEMBERS

Mr. Herbert (Bert) Baker
Executive Vice President
Metro Bank
Houston, TX

Mr. Mark Camp
Executive Director & Leader, Southwest Sub-Area
Economics & Transfer Pricing Group
Ernst & Young LLP
Houston, TX

Mr. Cyrill Eltschinger
Strategic Advisor
Beijing, China

Ms. Kathleen Gibson
President, Central Division,
Commercial Banking, Citibank
Dallas, TX

Mr. John L. Kauth, III
Partner
International Asset
Management Group, Ltd.
San Antonio, TX

Mr. John Kerner
Expeditors International
of Washington, Inc.
Grapevine, TX

Mr. Weldon D. Kruger
Retired Senior Executive
College Station, TX

Mr. Amir Mirabi **Appointed by the Governor*
Small Business Advocate
Office of the Governor (State of Texas)
Austin, TX

Dr. William Mobley
(Former President TAMU)
Managing Director
Professor of Management
Academic Advisor to Executive Education
China Europe International Business School
Shanghai, P.R. China

Dr. Munir Quddus
Associate Provost
Prairie View Texas A&M University
Dean, College of Business
Prairie View, TX

Mr. Henry E. Sauvignat
Consultant
North American Development Bank
San Antonio, TX

Mr. Douglas C. Smith
Director of Marketing
Microsoft Mobile Communications
Microsoft Corporation
Redmond, WA

Mr. Trey Smith, CEO
Wild Cat Fuels, Ltd.
Houston, TX

Dr. Roberto Solano-Mendez
Dean of Business School
Universidad de Las Americas
Mexico

Mr. Bill E. Stallworth
President, Stallworth Interests
Houston, TX

Ms. Lucinda Vargas
Director
Project Evaluations Specialist
Plan Estrategico de Juarez, A.C.
Mexico

Mr. Brian L. Weiner
Chief Executive Officer
Periodicals Management Group
(PMG) International, Ltd.
San Antonio, TX

INTERNAL MEMBERS **(Texas A&M University)**

Mr. Michael Alexander
Director of Professional MBA Program
MBA Programs Office
Mays Business School

Dr. Victor Arizpe
Professor of Hispanic Studies
Director, Hispanic Studies Study Abroad
College of Liberal Arts

Dr. Antonio Arreola-Risa
Associate Professor
Information & Operations Management
Mays Business School

Mr. James Benjamin
Department Head
Deloitte Leadership Professor
Department of Accounting
Mays Business School

Mr. Ronald S. Chandler
Director
Center for Executive Development
Mays Business School

Dr. Akhil Datta – Gupta
Director
International Petroleum Management Program
Dept. of Petroleum Engineering
Dwight Look College of Engineering

Ms. Suzanne Droleskey
Executive Director
Global Programs Support Effectiveness
International Programs for Students

Mr. Peter K. Drysdale
Director
Undergraduate Programs Office
Mays Business School

Dr. Lorraine Eden
Professor & Earl Rudder Faculty Fellow
Editor-in-Chief, *Journal of International Business Studies (JIBS)*
Department of Management
Mays Business School

Dr. David Flint
Clinical Associate Professor
Department of Management
Mays Business School

Dr. Rick Griffin
Texas A&M Distinguished Professor and Blocker
Chair in Business
Department of Management
Mays Business School

Ms. Sally Guyton
Senior Lecturer
Assistant Director of the Banking Program
Department of Finance
Mays Business School

Dr. Charles Hermann
Director, Int'l Affairs Master's Program
Professor and Brent Scowcroft Chair in
International Policy Studies
Bush School of Government and
Public Service

Dr. Mike Hitt
Distinguished Professor
Joe B. Foster '56 Chair and Conn Chair
Department of Management
Mays Business School

Dr. Duane Ireland
Distinguished Professor
Bennett Chair in Business
Editor, *Academy of Management Journal (AMJ)*
Department of Management
Mays Business School

Dr. James W. Kolari
Chase Professor of Finance
Department of Finance
Mays Business School

Richard H. Lester
Clinical Associate Professor
Executive Director
Center for New Ventures and Entrepreneurship
Mays Business School

Dr. Arvind Mahajan
Lamar Savings Professor
Department of Finance
Mays Business School

Dr. Pam Matthews
Vice Provost for Academic Affairs
Texas A&M University
Office of the Provost and Executive Vice President
for Academic Affairs

Dr. Rich Metters
Department Head
Tenneco Professor
Department of Information and Operations
Management
Mays Business School

Ms. Kris Morley
Director
Business Honors Program
Mays Business School

Dr. Henry Musoma
Lecturer
Undergraduate Special Programs Office
Mays Business School

Dr. Roger Norton
Regional Director
Latin America and the Caribbean
Borlaug Institute for Int' Agriculture

Dr. Edwin Price
Associate Vice Chancellor & Director
Borlaug Institute for Int' Agriculture

Dr. Daria Panina
Clinical Assistant Professor
Department of Management
Mays Business School

Dr. Michael W. Pustay
Assistant Department Head
Anderson Clayton & Co. and
Clayton Fund Professor
Department of Management
Mays Business School

Dr. Parr Rosson
Professor and Head
Department of Agriculture Economics

Dr. Venkatesh Shankar
Ph.D. Advisor and
Coleman Chair Professor in Marketing
Department of Marketing
Mays Business School

Dr. Bala Shetty
Executive Associate Dean and
Letbetter Chair in Business
Information & Operations Management
Mays Business School

Dr. Nancy Simpson
Director
Clinical Professor
Undergraduate Special Programs Office
Mays Business School

Dr. Sorin Sorescu
Department Head
Patricia and Bookman Peters Professor
Department of Finance
Mays Business School

Dr. Rajan Varadarajan
Distinguished Professor of Marketing
Ford Chair in Marketing & E-Commerce
Head, Department of Marketing
Mays Business School

Dr. Arnold Vedlitz
Director, Institute for Science, Technology and
Public Policy
Professor, Bob Bullock Chair in
Government and Public Policy
Bush School of Government & Public Service

Dr. Gary W. Williams
Coordinator, Texas Agribusiness Market Research Center
Professor, Texas Agrilife Extension Service
Department of Agriculture Economics

Dr. Linda M. Windle
Associate Director
Undergraduate Programs Office
Mays Business School

CIBE Assurance Form

INSTRUCTIONS: Applicants are required to provide the following assurance. This assurance form must be signed by the authorized representatives of the applicant. Upload this form as item #2 in the Other Narrative Attachment Form section of the e-application.

The applicant hereby assures and certifies that:

1. In addition to conducting the extensive planning activities required under the eligibility section of the statute, the Center Advisory Council shall meet not less than once a year after the establishment of the Center to assess and advise on the programs and activities conducted by the Center;
2. There shall be ongoing collaboration in the establishment and operation of the Center by faculty of the business, management, foreign language, international studies and other professional schools or departments, as appropriate;
3. The education and training programs of the Center will be open to students concentrating in each of these respective areas, as appropriate, and that diverse perspectives will be made available to students in these programs.
4. The applicant will use the assistance provided under this program to supplement and not to supplant activities already being conducted by the applicant.

Katherine Kissmann
Director, Contracts and Grants

Name and Title of Authorized Representative


Signature

6.27.14
Date

Supplement 3

TAMU CIBE PROGRAM: Letters of Support

- **Governor Rick Perry- Appointment of Amir Mirabi to the CIBE Advisory Council**
- **Dr. Jerry Strawser, Dean, Mays Business School**
- **Mr. Bill Flores, Member, U.S. House of Representatives**
- **Amb. Larry C. Napper, Interim Director, Master's Program in International Affairs**
- **Dr. José Bermúdez, Dean, Liberal Arts** (*Includes European and Classical Languages, Hispanic Studies, Arabic and Asian Languages, Mexican-American/U.S. Latino Research*)
- **Dr. William A. Dugas, Acting Vice Chancellor and Dean, College of Agriculture and Life Sciences**
- **Dr. Dan Hill, Head, Department of Petroleum Engineering and Noble Endowed Chair**
- **Dr. Salah Ayari, Assistant Professor of Arabic and Arabic Studies**
- **Dr. Munir Quddus, Dean, College of Business, Prairie View A&M University** (*Designated as a Historically Black College and University (HBCU)*)



OFFICE OF THE GOVERNOR

RICK PERRY
GOVERNOR

April 25, 2014

Mark A. Hussey, Ph.D.
Interim President
Texas A&M University
1246 TAMU
College Station, Texas 77843-1246

Dear Dr. Hussey:

I am pleased to make the following appointment to the Advisory Council of the Center for International Business Education and Research (CIBER) in the Mays Business School of Texas A&M University:

Amir Mirabi
Small Business Advocate
Office of the Governor
P.O. Box 12428
Austin, Texas 78711

Please contact Mary Fraser in the Governor's Appointments Office at (512) 475-3482, if you have any questions.

Sincerely,

A handwritten signature in black ink that reads "Rick Perry". The signature is stylized with a large, sweeping "R" and a cursive "Perry".

Rick Perry
Governor

RP:mf

Jerry R. Strawser, Dean
Dean's Development Council Chair in Business
KPMG Chair in Accounting

28 April 2014

Timothy Duvall
Senior Program Officer
U.S. Department of Education, OPE
International Education Programs Service
Centers for International Business Education
1990 K Street, N.W. 6th Floor
Washington, D.C. 20006-8521

Dear Mr. Duvall,

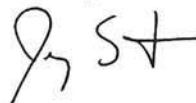
I am pleased to offer this letter of support for continuation of the Texas A&M University's Center for International Business Education and Research (CIBER) for the 2014-2018 funding period. I do so because of the strong support and shared vision of global business education, research, and training of our faculty, staff, and students that is the core of the CIBER program. At Mays, we believe that the education of our students should include attainment of the international business knowledge as well as internship and cross-cultural skills that will prepare them to be global business leaders. In fact, our mission statement is "to create knowledge and develop future ethical business leaders *for a global society* (emphasis added)."

The CIBER is a major asset for Mays Business School and Texas A&M University for numerous reasons, of which the most important stems from the CIBER's efforts to internationalize our students, faculty, and curricula. The highly significant and very positive impact of the CIBER is apparent from the large number of Mays faculty members engaged in international business research, the availability of a wide range of both graduate and undergraduate international business courses in our curriculum, and the number, variety and quality of overseas study programs available to our students.

I am very pleased by the degree of globalization that has been accomplished in Mays, but even more pleased by its nature. Rather than creating a small cadre of faculty specialists in international business and limiting the reach of internationalization in the classroom to specialized programs, the effort has been to engage as many faculty and students as possible in the globalization process. However, this is an ongoing challenge – the job of internationalizing students and faculty is never complete. The arrival each year of new faculty and students (both graduate and undergraduate) continually renews the need for the internationalization programs of Mays and the CIBER.

In addition to our academic degree programs, May Business School has achieved globalization through our executive (non-degree) programs. This past year, our faculty have engaged in executive degree programs taught in ten countries located on six different continents. Clearly, this activity has a significant influence on our faculty and, through the experiences they bring to their classrooms on our campus, our students as well. While not directly related to our on-campus program, I believe our participation in these programs further evidences our passion for international business education.

Sincerely,



Jerry R. Strawser, Dean
Mays Business School

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BILL FLORES
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Congress of the United States
House of Representatives
Washington, DC 20515-4317

COMMITTEE ON THE BUDGET
COMMITTEE ON NATURAL RESOURCES
SUBCOMMITTEE ON
ENERGY AND MINERAL RESOURCES
SUBCOMMITTEE ON
FISHERIES, WILDLIFE, OCEANS AND
INSULAR AFFAIRS
COMMITTEE ON VETERANS' AFFAIRS
CHAIRMAN, SUBCOMMITTEE ON
ECONOMIC OPPORTUNITY

April 17, 2014

Mr. Tim Duvall
Senior Program Officer
U.S. Department of Education
Centers for International Business Education
1990 K. Street, NW, 6th Floor
Washington, DC 20006-8521

Dear Mr. Duvall:

As the Representative for the 17th Congressional District of Texas, I am pleased to write this letter in support of the application submitted by Texas A&M University's Center for International Business Education and Research (TAMU CIBER) for continued funding through the Department of Education's International Education Programs. For over 20 years, TAMU CIBER has been a recipient of this funding and has become a national leader in providing students and business managers with the skills necessary to succeed in the international business sector.

The CIBER program is housed in the Mays Business School at Texas A&M, which is consistently ranked among the top business schools in the nation. The TAMU CIBER provides its students the opportunity to learn about foreign cultures and business practices, to understand and take part in international marketing and investment opportunities, and to overcome language barriers to effectively communicate.

The TAMU CIBER will meet the two proposed priorities of this year's application by, first, collaborating with professional associations and businesses to expand employment opportunities for international business students. Second, the TAMU CIBER will continue its collaborative activities with Texas A&M Prairie View, a Minority-Serving Institution, to help educate its students on these important skills and practices.

I am proud to be a graduate of the Mays Business School and I look forward to the continued success of its Center for International Business Education and Research. Thank you for your consideration of Texas A&M University's application.

With great respect,



Bill Flores
Member of Congress, TX-17

WACO
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FAX: (254) 732-1755

BRYAN/COLLEGE STATION
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BRYAN, TX 77802
PHONE: (979) 703-4037
PR/Award # P220A140007
FAX: (979) 703-8845

AUSTIN/PFLUGERVILLE
14205 BURNET ROAD, SUITE 230
AUSTIN, TX 78728
PHONE: (512) 373-3378
FAX: (512) 373-3511



April 28, 2014

Dr. Julian Gaspar, Executive Director
Center for International Business Studies
Mays Business School
Texas A&M University
College Station, TX

Dear Julian:

Although I am serving only this year as the Interim Director of the International Affairs Program of the Bush School of Government and Public Service, I fully appreciate the significant value we attach to being one of our university's partners with your Center for International Business Studies (CIBS). Your continuing effective operation is vital to us.

Nowhere is the Bush School connection to the Center for International Business Studies more vital than with regard to the graduate courses that link us. That core is Multinational Business Enterprises (IBUS 667) that is cross-listed as Bush School (INTA 629) and Transfer Pricing (INTA 663) taught by CIBS Faculty Associate, Dr. Lorraine Eden. Both these courses regularly have a mix of Bush School and Mays Business School students. Their interaction unquestionably benefits both groups. Two other courses offered by CIBS also regularly draw our students. They are IBUS 679 International Business Policy and IBUS 645 International Finance. As you know, the Bush School prepares talented individuals for careers in government and non-profit organizations and within the School our program helps those committed to international service. For these students understanding the interaction between government and international business is fundamental. Moreover, knowledge of business practices and policies contributes directly to those intending to work with international Non-Governmental Organizations. I anticipate that learning about our government's foreign policies and the culture and policies of other countries (i.e., Bush School courses) have real payoff for business school students as well. CIBS is a bridge that facilitates these valuable exchanges.

The observations above lead directly to our shared mission to provide more knowledge and a better understanding of other countries and cultures. Our work together over the past four years on the board of the Texas A & M European Union Center to promote programs, outreach and exchanges illustrates how our collaboration benefits the entire university and community. Our students and faculty all gain by such events such as the guest lecture earlier this year by Professor George Milbradt of Germany on the Eurozone sovereign debt crisis. As the Bush School has expanded its faculty in recent years, we have new expertise on China, the Middle East, and Africa as well as Europe that can contribute even further to opportunities for collaboration and complementarity.

In sum, a dynamic Center for International Business Study at Texas A & M constitutes a strong partner with the Bush School for faculty research, expanded educational opportunities for students and

outreach to our region in the heartland of Texas. Your success in renewal with the U.S. Department of Education's as a Center for International Business Education and Research will present us with even greater opportunities for working together in the future.

Yours Sincerely



Larry C. Napper

AMB (ret) and Interim Director, Masters Program
In International Affairs

April 15, 2014

Dr. Julian Gaspar, Executive Director
Center for International Business Studies
Texas A&M University
4116 TAMU
College Station, TX 77843-4116

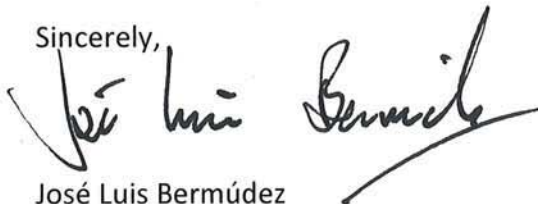
Dear Julian,

I am pleased to offer this letter of support for the application of the Texas A&M University Center for International Business Education and Research (TAMU CIBER) for continuation during the 2015-2018 fiscal years. I look forward to continuing the partnership of the College of Liberal Arts with CIBER during the next four years.

Largely because of the TAMU CIBER, the Mays Business School at Texas A&M has an outstanding international business program. In addition to the international business knowledge, the TAMU CIBER seeks to assure that Mays students are also taught the importance of foreign language and cultures, and are steered to programs that allow them to attain competencies in other skills. We welcome the opportunity to assist the CIBER in this dimension of student development, and our Department of International Studies and Department of Hispanic Studies clearly possess the ability to do so. We will continue to work with you on offering beginning and intermediate languages as part of outreach to the business and campus communities; on cooperative study abroad programs for your students and our International Studies majors; and on assisting you in the development of Asian and Middle Eastern business programs. We also look forward to continuing our joint efforts in such endeavors as the European Union Center and the Academy of Future International Leaders.

We are pleased to assist the CIBER in assuring that Mays students attain language and intercultural competency and you may count on our cooperation in the years to come.

Sincerely,



José Luis Bermúdez
Dean of Liberal Arts

301 Coke Building
4223 TAMU
College Station, TX 77843-4223

Tel. 979.845.5141 Fax. 979.845.5164
liberalarts.tamu.edu

May 2, 2014

Dr. Julian Gaspar
Clinical Professor of Finance & Executive Director
Center for International Business Studies, Mays Business School
Texas A&M University
230E Wehner 4116 TAMU
College Station, TX 77843

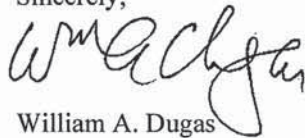
Dear Dr. Gaspar,

I am pleased to write a letter of support for the renewal of the Center for International Business Education (CIBE) in the Mays Business School. There are several direct and significant cooperative activities between the CIBE and our college.

The Department of Agricultural Economics, which is in the College of Agriculture and Life Sciences, supports Mays Business School CIBE programs (and vice versa) through an integrated approach to academic, research, service and extension activities. For 20 years, we have shared in the administration and teaching of three joint degree programs. The undergraduate program in Agribusiness offers courses that have a direct impact on the CIBE concept and supports several of the curricular and training objectives of the CIBE. In addition, the Master of Agribusiness program provides student learning activities focused on international operations, strategic management, and intercultural experiences, and also has a strong internship component to support business objectives. The PhD program in Agribusiness and Managerial Economics supports numerous potential student learning activities that are located in the Mays Business School. Both Mays and the College of Agriculture and Life Sciences have an Intercollegiate Faculty of Agribusiness (IFA) to teach, mentor and provide business education.

In addition to the academic programs noted above, the Department has research and extension programs conducted by faculty that directly support the CIBE mission. CIBE students and faculty have directly supported other international business-related activities led by other parts of our college. We are confident this cooperation will continue and, thus, continued funding for the CIBE at Texas A&M University is important to our college and we fully support your submission.

Sincerely,



William A. Dugas
Acting Vice Chancellor and Dean
Agriculture and Life Sciences



Harold Vance Department of
PETROLEUM ENGINEERING
TEXAS A & M UNIVERSITY

A. Daniel Hill
Noble Endowed Chair
Department Head
(979) 845-2244
danhill@tamu.edu

May 12, 2014

Dr. Julian Gaspar
Director, Center for International Business Studies
Mays Business School
Texas A&M University
College Station, TX 77843

Dear Dr. Gaspar:

I am in complete support of the work you and others do at the Center for International Business Studies (CIBER) at Texas A&M University. The Harold Vance Department of Petroleum Engineering has two graduate programs that benefit substantially from our association with CIBER.

First, the Harold Vance Department of Petroleum Engineering at Texas A&M offers a degree program with the Institut Francais du Petrole (IFP) where students attend courses at both universities and receive Master of Engineering degrees from both universities. One of the joint IFP programs has an international business focus where the students take courses from both the Mays School of Business and the Dwight Look School of Engineering. Our combined efforts with CIBER have led to the success of the IFP program.

The Harold Vance Department of Petroleum Engineering also offers a Masters of Engineering Degree in International Petroleum Management. Students take one-half of their courses from the Mays School of Business and one-half from offerings in our department.

Both of the programs described above have been very successful and I strongly support both programs and our affiliation with CIBER and the Mays School of Business. The graduates of these programs are very qualified to enter the workforce as engineers with a strong business background. Undoubtedly, many will become the leaders in their companies.

Let me know if I can provide any additional information.

Sincerely yours,

Dan Hill
Department Head
Noble Endowed Chair

Mailing Address:
3116 TAMU
College Station, TX 77843-3116
Web - <http://engineering.tamu.edu/petroleum>

Department Head Office:
507 Richardson Building
College Station, TX 77843-3116
Tel. 979.845.2244 Fax 979.862.6579

April 26, 2014

To Whom It May Concern:

I am pleased to write this letter of support on behalf of the Center for International Business Studies at Texas A&M to support its application for renewal of the CIBER grant for 2014-2018. As an Assistant Professor of Arabic at the Department of International Studies at Texas A&M University, I have had the pleasure to work with the Center for International Business Education on two occasions during which I came to appreciate the work they are doing to promote the teaching of business language and culture in our language programs.

In the fall of 2013, I was invited by the Center to give a presentation on teaching Business Arabic, something that encouraged me to put more emphasis on this topic in my second and third year Arabic language curriculum recently. The symposium took place at the University of Texas in Austin and was co-sponsored by the Centers for International Business Education at Texas A&M and the University of Texas at Austin. It was well-attended and brought together a number of experts on teaching Business language and culture from a variety of institutions and languages.

In the fall of 2014, I was approached again by the Center for International Business Education to help plan for the second Business Language symposium at Texas A&M. We were able to bring together a team of experts on teaching business language and culture from a variety of languages, including Arabic, Chinese, Spanish, French, and German. The presenters were from Purdue University, Texas A&M University and the University of Texas at Austin, and the attendees consisted of language educators at the University and high school levels. The symposium was well-attended and discussed the benefits of introducing/incorporating business terminologies into the foreign language courses/curriculum, and how to identify tools, resources and methods to help with implementation. After the symposium, I was pleased that a number of instructors of Chinese and Arabic sought me out to ask further questions about how to incorporate the teaching of Business language and culture in their respective language programs.

The Center for International Business Studies at Texas A&M University is to be commended for promoting and supporting the teaching of business language and culture in different language programs at Texas A&M University over the years. I am confident that their work will continue to bring more curricular substance to different language programs at this University. Therefore, it is my sincere hope that the Center will be awarded the CIBER grant for the period 2014-2018.

Sincerely,



Salah Ayari, PhD
Instructional Assistant Professor of Arabic and Arabic Studies
Associate Head for Academic Programs
Department of International Studies
4215 TAMU
College Station, TX 77843-4215
ayari-s@tamu.edu

102 Academic Building
4215 TAMU
College Station, TX 77843-4215

Tel. 979.845.2124 Fax. 979.845.0823
<http://internationalstudies.tamu.edu/html/home.html>



PRAIRIE VIEW A&M UNIVERSITY

A Member of The Texas A&M University System

April 11, 2014

Dr. Julian Gaspar
Executive Director, International Business Programs
Center for International Business Studies
Mays Business School, Texas A&M University
230E Wehner, 4116 TAMU
College Station, TS 77843

Dear Dr. Gaspar,

I am delighted to provide a letter supporting your application for continuation of the CIBER grant. The International Business (IB) program at the Prairie View A&M University College of Business has greatly benefited from the generous mentoring and support it has received from the Texas A&M University CIBER.

Over the years, the staff at TAMU CIBER has mentored us in receiving three Business and International Education (BIE) grants, totaling nearly \$600,000 from the U.S. Department of Education. These projects have helped us enhance our academic offerings (new IB courses, new undergraduate minor and MBA track, etc.), establish overseas student learning opportunities (study abroad and summer field trip programs in Mexico and S. Korea), support faculty research and travel, and establish a Center for International Business Education to offer community outreach services (quarterly e-newsletter and global business seminars for local businesses and training workshops for local K-12 educators). These activities have allowed us to increase the exposure of our students, faculty members and local community to the global economy and take our IB program to new heights. This would not have been possible without active support from TAMU CIBER.

We look forward to working with you as we continue to expand our IB program. In particular, we hope to count on your support when we develop new study abroad programs in Africa.

Sincerely,

Dr. Munir Quddus
Dean, College of Business
Prairie View A&M University
P.O. Box 519, MS 2300
Prairie View, TX 77446
Member, CIBER Advisory Board



Supplement 4

RESOURCES

Texas A&M University (TAMU)

OPERATIONAL

- 13 Universities in TAMU System in Texas, 1 in Doha, Qatar, and 7 State Agencies
- Texas A&M University serves over 50,000 students
- Federal Land-grant, Sea-grant, Space-grant designation
- *Diversity and Globalization* one of four focus areas of the university's strategic plan
- Texas A&M University Endowment valued at more than \$5 billion
- 5,200-acre campus, including 400-acre Research Park
- Trans-Texas Video Conference Network linking 45 Texas cities, Mexico City and Doha, Qatar
- TAMU centers in Costa Rica, Mexico City, and Castiglion Fiorentino, Italy
- Member of Association of American Universities
- Member of SACS
- Member of Hispanic Association of Colleges and Universities (HACO)
- Ranks among top 10 ARL institutions in funding for electronic materials
- Home of George Bush Presidential Library and Museum
- Global Program Support Office
- TAMU KAMU-TV, video services, KAMU FM/HD-radio, and audio services
- Awarded \$400M in financial aid, scholarships, grants, work-study, and on-campus employment (2009)
- L.T. Jordan Institute for International Awareness

RANKINGS

- TAMU ranks in top 10 for universities who send Fulbright Scholars abroad
- TAMU ranks in top 20 universities in the nation in funded research and 1st in the South and Southwest
- Ranks in top 20 universities in number of doctoral degrees awarded to minorities
- Ranks 10th in doctoral degrees awarded to Hispanics (Hispanic Outlook in Higher Education, 2008)

TEXAS A&M UNIVERSITY

- 130 formal research, student and faculty exchange agreements with institutions in over 52 countries
- TAMU hosts more than 800 international faculty and scholars annually
- More than 3,300 students participate yearly in study abroad or exchange programs
- Over half of entering freshmen in top 10% of High School class
- Top 10 U.S. institutions in enrollment of National Merit Scholars
- Four major academic journals housed in the Mays Business College
- TAMU European Union Center
- Norman Borlaug Institute for International Agriculture
- Confucius Institute
- Scowcroft Institute of International Affairs
- World Room
- Faculty members conduct approximately \$820M in sponsored research
- More than \$740M+ fundraised within the past year, ranking A&M among the nation's top fundraising institutions in higher education, public or private
- Ongoing research on all seven continents, with more than 600 initiatives in more than 80 countries
- 500+ TAMU faculty members hold endowed chairs or professorships
- 1100+ faculty serve as Principal Investigators on 3100+ sponsored research projects annually
- 39 licenses and options for new technology were executed and 22 patents issued (2008)
- Major partnership with Mexico's National Council for Science and Technology (CONACYT)

- More than 2,300 organizations recruit TAMU students for full time positions and internships
- Five libraries with 4 million volumes and over 300,000 ebooks
- 120 undergraduate and more than 240 Master's & Ph.D programs
- TAMU designated-Center of Academic Excellence in Information Assurance Security by National Security Agency
- 1 in 4 freshman students are first-generation college students (2008)
- Hosts 4000+ international students from over 120 countries
- TAMU System Integrative Center for Homeland Security
- Institute for Countermeasures Against Agricultural Bioterrorism
- Faculty Reinvestment Plan – 447 new tenure-track faculty (accomplished in 2009)
- More than 90 percent of the 2800+ Faculty have doctoral degrees
- 37 members of the National Academy of Sciences and National Academy of Engineering

FOREIGN LANGUAGES

The Departments of European and Classical Languages, Modern Languages, Hispanic Studies, Arabic and Asian Language Office, Virtual Language Lab, TAMU-Qatar and overseas immersion programs with over 40 partner institutions offer credit and non-credit language courses for TAMU students and faculty, and the business community in both a traditional face-to-face and technology-based format and in basic, intermediate, advanced and business-oriented levels in:

- | | |
|-------------|--------------|
| • Afrikaans | • Korean |
| • Arabic | • Malay |
| • Catalan | • Mandarin |
| • Chinese | • Norwegian |
| • Danish | • Portuguese |
| • Dutch | • Russian |
| • French | • Spanish |
| • German | • Swedish |
| • Hindi | • Tamil |
| • Italian | • Turkmen |
| • Japanese | • Uzbek |
| • Kannada | • Zulu |

TAMU OVERSEAS ACADEMIC AND RESEARCH FACILITIES

- Castiglione Fiorentino (Italy) Center
- Costa Rica Center
- Mexico City Center
- Texas A&M University – Doha, Qatar Campus

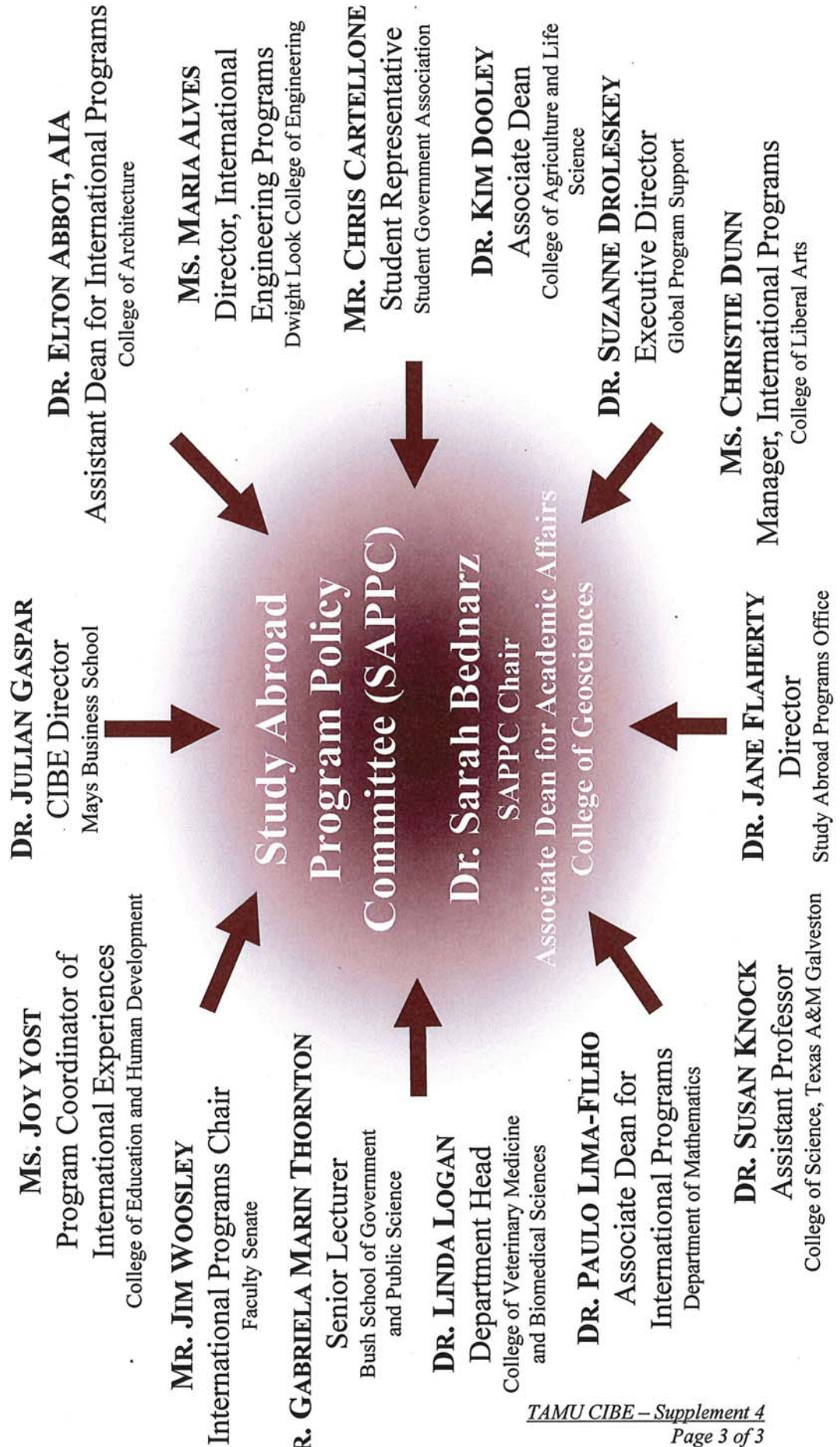
TAMU LIBRARIES

- Cushing Library
- West Campus Library (*business library*)
- Sterling C. Evans Library
- Medical Sciences Library
- Policy Sciences and Economics Library

STUDY ABROAD PROGRAM POLICY COMMITTEE (SAPPC)

Charge:

- Enable all Texas A&M students to become more globally competent through a range of international experiences, both credit-bearing and non-credit bearing
- Serve two interconnected missions: to ensure the *quality* of Study Abroad programs by working with college faculty to develop programs that comply with SAPPC Guidelines; and to increase the number and diversity of international experiences for all students



Supplement 5

RESOURCES **Mays Business School (Mays)**

RANKINGS

- Undergraduate program ranked 3rd public and 5th overall by *Bloomberg Businessweek* (2014)
- Management Program ranked 9th best public undergraduate program by *U.S. News & World Report* (2013)
- Finance Program ranked 4th public program and 5th overall by *The Wall Street Journal Top 25 Recruiter Picks* (2010)
- Supply Chain Programs ranked 6th in nation for industry value by AMR Research (2009)
- Accounting program ranked 2nd U.S. public university program and 10th overall globally by *Financial Times* (2010)
- MBA program ranked 10th U.S. public university, *Bloomberg Businessweek* (2013)
- MBA program ranked 14th public university by *Forbes* (2013)
- Ph.D. program ranked 21st U.S. public university, *Financial Times* (2013)
- Executive MBA program ranked 1st overall on ROI, *The Wall Street Journal* (2008)
- Management faculty ranked 3rd in research citations and 2nd in publications in top journals, *Accounting Program Research Rankings* (2010)
- One of the 1st five schools in the nation to offer a trading center

FACILITIES

- \$54M, 231,700 sq. ft., original building dedicated in 1999 and additional wing dedicated in 2003
- Wired and wireless access throughout the building
- Dedicated research lab
- Smart technology in all classrooms
- 465-seat auditorium
- Team meeting and learning rooms
- Reliant Energy Security & Commodities Trading Center
- Center for Executive Development with dedicated meeting facilities for outreach activities
- 6 computer labs accessible 24/7
- MBA program housed in Cox Hall (new wing of Wehner Building opened in 2005)
- Adjacent to West Campus Library (*dedicated to business research; 50 business online databases*)

ACCOLADES

- 40 Mays Business School partnerships with overseas business schools
- 64 Mays faculty hold endowed professorships, fellowships, and chairs
- Mays faculty co-authored over 120 journal articles, 26 textbooks and 12 book chapters in 2013-2014.
- Mays faculty held over 150 editorial appointments at academic journals
- 2 of the most-cited authors in management literature: Hitt (8th) and Barrick (39th)
- Mays internationalization goal – engage all students and faculty in the globalization process

STUDENT ORGANIZATIONS (with international involvement)

- International Business Association
- Global Business Brigades

FACULTY EDITORIAL POSITIONS

Total of 59 Mays faculty currently serve on Editorial Boards

Editor/Senior Editor/Co-editor/Executive Editor

Antonio Arreola-Risa, *Production and Operations Management*

Laszlo Tihanyi, *Advances in International Management Series*

Neil Geismar, *Production of Operations Management*

R. Duane Ireland, *Special Issue for Organizational research Methods, Strategic Entrepreneurship Journal, Journal of Business Venturing*

Richard W. Woodman, *Journal of Applied Behavioral Science, Research in Organizational Change & Development Series*

Robert Stawser, *International Journal of Accounting, Auditing and Performance Evaluation*

Rogelio Oliva, *System Dynamics Review*

Subodha Kumar, *Production of Operations Management*

Thomas C. Omer, *The Accounting Review*

Associate Editor

Audra Boone, *Journal of Corporate Finance*

Bala Shetty, *Naval Research Logistics*

Chellian Sriskandarajah, *Decision Sciences Journal*

Gregory R. Heim, *Journal of Operations Management, Decision Sciences Journal*

James W. Kolari, *Pacific Basin Finance Journal*

Joobin Choobineh, *INFORMS Journal on Computing*

Lynn Rees, *Journal of International Accounting Research*

Mary Lea McAnally, *Accounting Horizons*

Michael Ketzenberg, *Decision Sciences Journal*

Rich Metters, *Journal of Operations Management, Decision Sciences, Interfaces*

Sanjay Jain, *Management Science*

Senyo Tse, *Journal of Accounting Literature*

Shane A. Johnson, *Journal of Banking and Finance, Journal of Financial Research*

Subodha Kumar, *Decision Sciences Journal, Information Systems Research*

Xenophon Koufteros, *Journal of Operations Management, Journal of Supply Chain Management, Decisions Sciences Journal, Journal of Business Logistics*

Area Editor

Haipeng Chen, *Electronic Commerce Research and Applications*

Rich Metters, *Operations Management Research*

Editor Emeritus

Venkatesh Shankar, *Journal of Interactive Marketing*

Book Review Editor

Michael K. Shaub, *Issues in Accounting Education*

Guest Editor

Ricky Griffin, *Organization Studies*

Mary Lea McAnally, *Issues in accounting Education*

Feature Editor

Xenophon Koufteros, *Doctoral Affairs, Decision Line*

Advisory Editor

Ramona L. Paetzold, *Journal of Legal Studies Education*

CIBS: UNIVERSITY-WIDE COLLABORATION & IMPACT

Charge: Development of interdisciplinary programs for Mays business students

**TAMU GLOBAL PROGRAM
SUPPORT**

- Global Partnerships & Projects
- Global Programs Support Effectiveness
- Study Abroad Programs Office
- International Student Services
- On-campus Passport Services
- Global Faculty Ambassadors
- World Room, International Programs Office
- Academy for Future International Leaders
- MSC L.T. Jordan Institute for International Awareness
- Public Policy Internship Program (PIIP)
- Fulbright Program
- Wiley Lecture Series
- Student Conference on National Affairs (SCONA)
- Brazos Valley Worldfest
- Santa Chiara, Italy Study Center
- TAMU Soltis Center, Costa Rica Education & Research Center
- TAMU Center in Mexico City
- TAMU Qatar
- International Student Clubs

COLLEGE OF LIBERAL ARTS

- Study Abroad & Exchange Programs
- International Studies Degree Program
- European Union Center
- China Studies Interdisciplinary Program
- Africana Studies Interdisciplinary Program
- Office of Arabic and Asian Languages
- Confucius Institute
 - Language Education
 - Culture Classes & Resources
 - Lecture Series
- European & Classical Languages and Cultures
- Hispanic Studies
- Undergraduate Certificate in EU Politics
- Undergraduate Certificate in International Relations
- Undergraduate Certificate in Communication and Global Media
- Graduate Certificate in Africana Studies
- Graduate Certificate in China Studies
- Mexican American and U.S. Latino Research Center (MALRC)
- Ph.D. in European Studies
- Race and Ethnic Studies Institute

MAYS BUSINESS SCHOOL

- Freshman Transition Business Initiative
- Study Abroad, Field Trip & Exchange Programs
- Certificate in International Business
- Certificates in European Union Business
- Certificate in Latin American Business
- MBA International Business Certificate
- MS International Business Certificate
- Intl Forums, Conferences, & Projects
- IB Curriculum Development
- IB Research
- Professional MBA Program with mandatory study abroad participation
- Center for International Business Studies
- Center for Western Hemispheric Trade
- Center for Human Resource Mgmt
- Center for New Ventures & Entrepreneurship
- Center for Executive Development
- Center for Retailing Studies
- International Business Association
- Global Business Brigades, Panama
- Mays Regents Ghana Trip
- Undergraduate Special Projects
- Business Fellows Program
- Hispanic Business Student Organization
- MBA Women International

**COLLEGE OF VETERINARY
MEDICINE AND BIOMEDICAL
SCIENCES**

- MBA/DVM Joint Programs
- Tambopata Macaw Project – Peru
- African Wildlife Conservation: Genomics, Genetics & Health
- Brazil – Science Without Borders Program
- Center for Foreign Animal & Zoonotic Disease Defense
- Schubot Exotic Bird Health Center
- Global Veterinary Leadership Program

**COLLEGE OF EDUCATION
AND HUMAN DEVELOPMENT**

- International Education Graduate Certificate
- Scholastic Assistance for Global Education
- Bilingual Education
- English as a Second Language Program (ESL)

COLLEGE OF ENGINEERING

- National U. of Singapore Logistics/Supply Chain Program
- Telecommunications Mgmt (MBA Track)
- Certificate in International Engineering
- Masters Certificate in International Petroleum Management
- Engineers without Borders
- “Distributor Profitability and Growth Strategies” Shanghai, China
- Science without Borders, Brazil

COLLEGE OF ARCHITECTURE

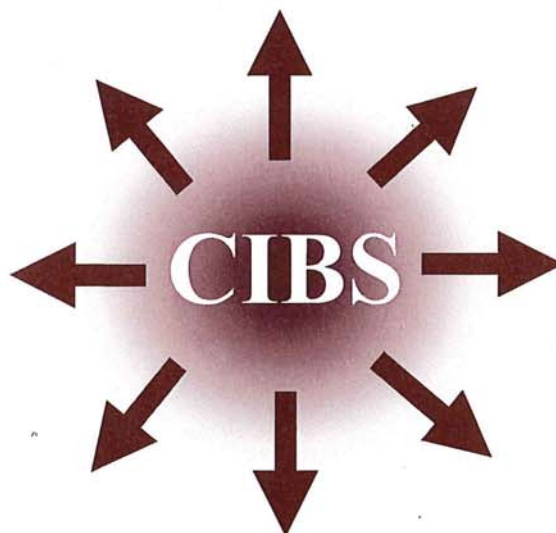
- International Council for Research and Innovation in Building Construction
- Global Healthcare Facility Design Lecture Series

**COLLEGE OF AGRICULTURE
& LIFE SCIENCES**

- Bachelor and Masters of Agribusiness degrees
- Minors in International Business
- Norman Borlaug Institute for International Agriculture
- Ukulima Farm research Station – Limpopo Province of South Africa

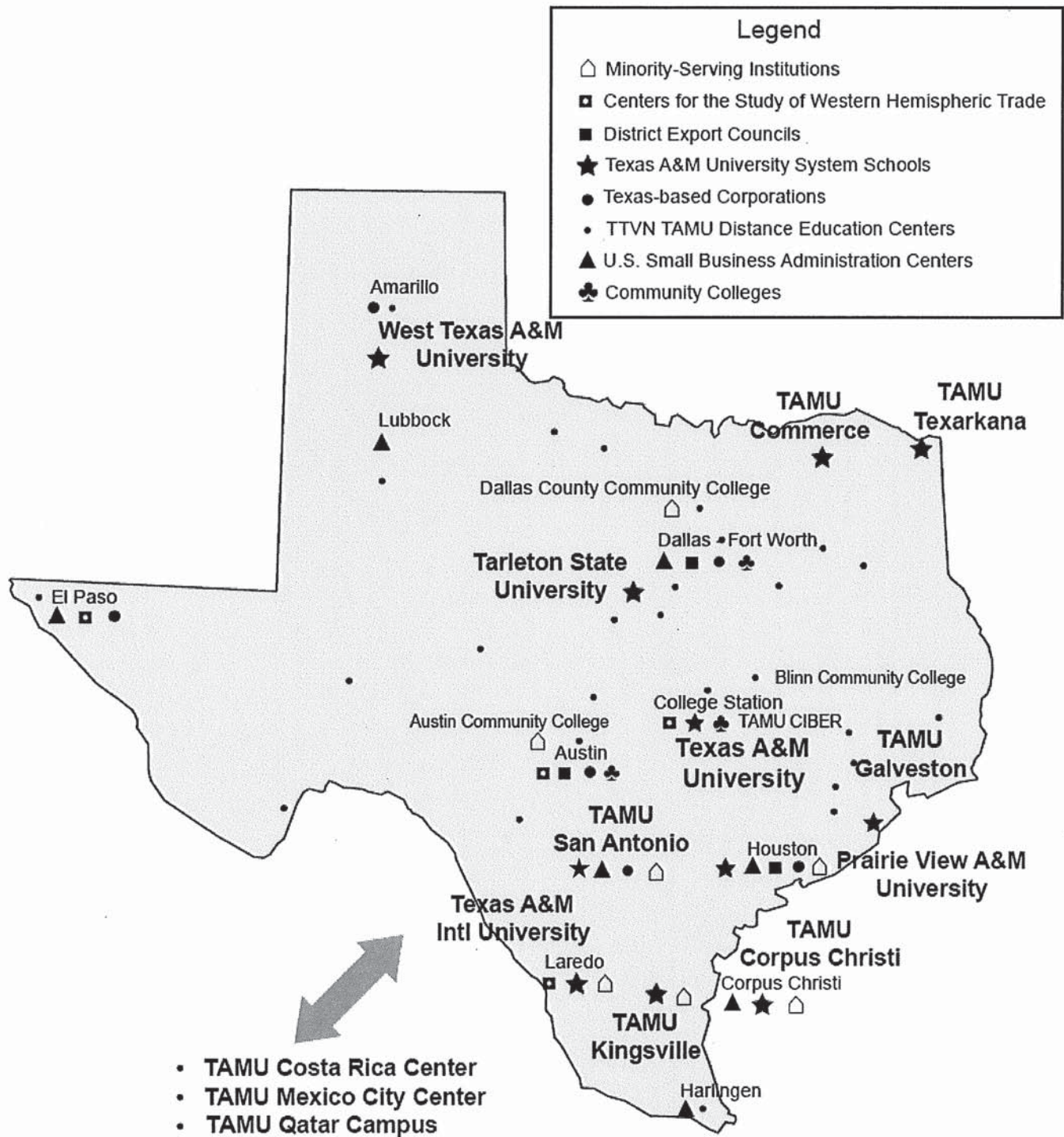
**BUSH SCHOOL OF GOVERNMENT, INTERNATIONAL
CENTER AND PRESIDENTIAL LIBRARY**

- Scowcroft Institute of International Affairs
- Graduate Certificate in Homeland Security
- Graduate Certificate in Advanced International Affairs
- Graduate Certificate in China Studies
- Joint-Degree Program, BA/MA Intl Studies/Intl Affairs
- Master’s Degree Program in International Affairs
- International Interdisciplinary Courses
- International Forums & Conference
- Korea Foundational Education Endowment
- SHIA International Affairs Seminar
- Kay and Britt Lecture Series (on international current events)
- Transatlantic Studies Program



Supplement 7

TEXAS A&M: TEXAS-WIDE COLLABORATION & IMPACT



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS (SACS)

The Southern Association of Colleges and Schools Commission on Colleges is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Latin America and other international sites approved by the Commission on Colleges that award associate, baccalaureate, master's, or doctoral degrees. The Commission also accepts applications from other international institutions of higher education.

Mission Statement:

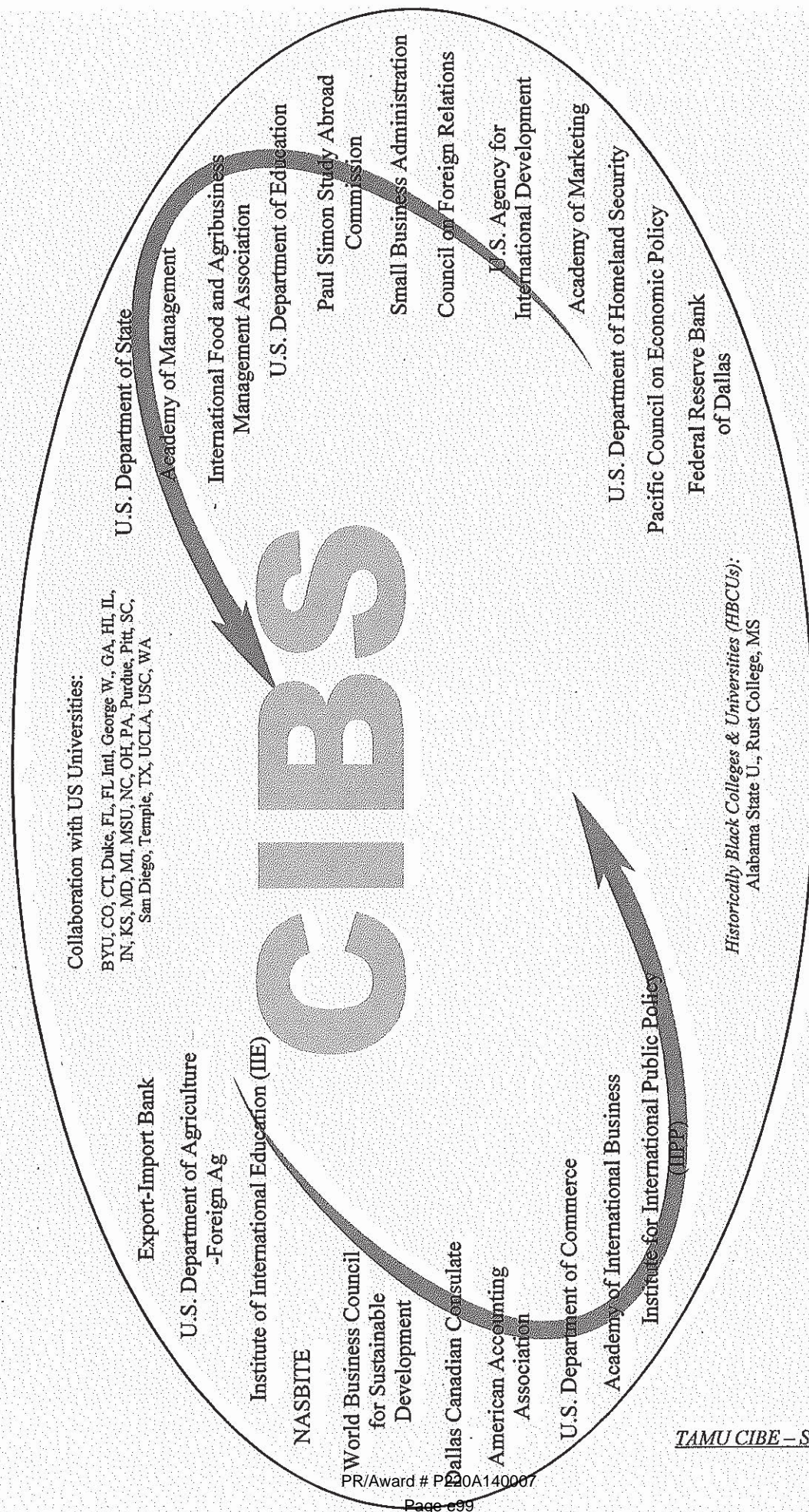
The mission of the Southern Association of Colleges and Schools Commission on Colleges is to assure the educational quality and improve the effectiveness of its member institutions.

Core Values:

- Integrity
- Continuous Quality Improvement
- Peer Review/Self-regulation
- Accountability
- Student Learning
- Transparency



CIBS: National Collaboration & Impact



Supplement 10

CIBS: Overseas Partnerships *Study, Internship, and Language Opportunities*

- American University, Dubai, **United Arab Emirates** (*Arabic*)
- Beijing Jiaotong University, School of Economics & Mgt, Beijing, **China** (*Mandarin -Chinese*)
- Copenhagen Business School, Copenhagen, **Denmark** (*Danish*)
- Ecole de Management de Lyon, Lyon, **France** (*French*)
- Ecole de Management-Strasbourg, **France** (*French*)
- EDHEC Business School, Lille & Nice, **France** (*French*)
- European Business School, Oestrich-Winkel, Weisbaden, **Germany** (*German*)
- Fundação Getulio Vargas, Brazilian School of Public and Business Administration, Rio de Janeiro, **Brazil** (*Portuguese, Spanish*)
- Guanghua School of Management, Peking University, Beijing, **China** (*Mandarin-Chinese*)
- HEC Université de Lausanne, Lausanne, **Switzerland** (*German, French*)
- Hong Kong U. of Science & Technology (HKUST), Hong Kong, **China** (*Cantonese-Chinese*)
- Indian Institute of Management Bangalore – IIMB, Bangalore, **India** (*Kannada, Tamil, Hindi*)
- Instituto Panamericano de Alta Dirección de Empresa, Mexico City, **Mexico** (*Spanish*)
- Instituto Tecnológico y de Estudios Superiores de Monterrey, Monterrey, **Mexico** (*Spanish*)
- Johannes Kepler Universität, Linz, **Austria** (*German*)
- Jönköping International Business School (JIBS), Jönköping, **Sweden** (*Swedish*)
- Lancaster University, Lancaster, **UK**
- Moscow State University, Moscow, **Russia** (*Russian*)
- National University of Singapore, **Singapore** (*Mandarin-Chinese, Malay, Tamil*)
- Norwegian School of Management, Oslo, **Norway** (*Norwegian*)
- Osaka University, Osaka, **Japan** (*Japanese*)
- SDM Institute for Management Development, Mysore, **India** (*Kannada, Tamil, Hindi*)
- Soochunhyang University, Seoul, **South Korea** (*Korean*)
- *St. Petersburg State University, St. Petersburg, **Russia** (*Russian*)
- Stellenbosch University, Stellenbosch, **South Africa** (*Afrikaans, Zulu*)
- *Tashkent Finance Institute, Tashkent, **Uzbekistan**, (*Russian, Uzbek*)
- Tohoku University, Tokyo, **Japan** (*Japanese*)
- Tsinghua Univ. School of Economics and Management, Beijing, **China** (*Mandarin-Chinese*)
- UNISINOS School of Administration, Porto Alegre, **Brazil** (*Portuguese and Spanish*)
- Universidad Carlos III de Madrid, Madrid, **Spain** (*Spanish*)
- Universidad de las Américas – Puebla, **Mexico** (*Spanish*)
- Universidad del Salvador, Buenos Aires, **Argentina**, (*Spanish, Portuguese*)
- Universidad San Francisco de Quito (USFQ), Quito, **Ecuador** (*Spanish*)
- Universitat Autònoma de Barcelona (UAB), Barcelona, **Spain** (*Catalan, Spanish*)
- Universität Hohenheim, Stuttgart, **Germany** (*German*)
- Universität Tübingen, Tübingen, **Germany** (*German*)
- Université de Caen Basse Normandie, Caen, **France** (*French*)
- Universiteit Maastricht, Maastricht, **The Netherlands** (*Dutch*)
- Universitat Pompeu Fabra, Barcelona, **Spain** (*Catalan, Spanish*)
- University of Adelaide, Adelaide, **Australia**
- Victoria University of Wellington, Wellington, **New Zealand**
- Vienna University of Economics and Business (WU Wien), Vienna, **Austria** (*German*)
- WHU-Koblenz Beisheim Graduate School of Management, Vallendar, **Germany** (*German*)

* *Informal agreement*

Supplement 10

CIBS: Overseas Partnerships: Study, Internship, and Language Opportunities



TEXAS A&M: INTERNATIONAL PROGRAMS COMMITTEE

Charge:

- To advise the Vice Provost on global efforts, processes, and initiatives on campus, particularly those related to global student learning
- To serve as a resource and partner for TAMU's International Advisory Board (IAB)
- To provide an avenue for college feedback to the provost's office on global issues

MAYS BUSINESS SCHOOL

**FACULTY SENATE
REPRESENTATIVE**

Mr. James R. Woosley
Chair 2012-2014

**FACULTY SENATE
REPRESENTATIVE**

Dr. Michael Greenwald

Dr. Julian Gaspar

**AGRICULTURE & LIFE
SCIENCES**

Dr. Kim E. Dooley

**DWIGHT LOOK COLLEGE OF
ENGINEERING**

Ms. Maria Alves

THE BUSH SCHOOL

Dr. Kishore Gawande

**EDUCATION & HUMAN
DEVELOPMENT**

Dr. George Cunningham

SCIENCE

Dr. Paulo C. Lima-Filho

HEALTH SCIENCE CENTER

Dr. Yan Hong

LIBERAL ARTS

Dr. John D. Robertson

GEOSCIENCES

Dr. Jack G. Baldauf

ARCHITECTURE

Dr. Elton D. Abbott, Jr.

**International Programs
Committee**

Dr. Pamela Matthews

Vice President for Academic Affairs
– Provost Office

Supplement 12

TEXAS A&M: GLOBAL PROGRAMS SUPPORT

Charge: GPS is dedicated to supporting A&M's global education reach by assisting students, faculty, staff and administrators with their international initiatives. Partnered with the university, GPS prepares A&M students for careers and life with leadership, responsibility, and service to a global community. GPS' goal is to provide services that facilitate:

- Study abroad opportunities
- International partnership agreements
- Assessments of global competence
- Providing information and data relevant to global education

STUDY ABROAD PROGRAMS

- Advocate, facilitate and oversee TAMU high impact learning and other opportunities for students going abroad
- Interface with TAMU's overseas centers and facilities
- Facilitate crisis management with faculty and students abroad
- On-campus Passport Services
- Global Faculty Ambassadors
- Global Presence
 - TAMU – Qatar
 - TAMU Center in Mexico City
 - TAMU Soltis Center, Costa Rica Education & Research Center
 - Santa Chiara, Italy Study Center

PR/Award # P220A140007

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GLOBAL PARTNERSHIPS & PROJECTS

- Coordinate international institutional partnerships and agreements
- Develop university-wide international education projects
- Assist colleges, departments and other units to integrate international programs into academic curriculum
- Confucius Institute
- Faculty & Scholar Services
- Fulbright Program
- Promoting International Cultural Diversity
 - Brazos Valley Worldfest
 - MSC L.T. Jordan Institute for International Awareness

CENTER FOR INTERNATIONAL BUSINESS STUDIES

GLOBAL PROGRAMS SUPPORT EFFECTIVENESS

- Global Learning Assessment
- Regulatory Compliance
- Statistics and Data
- Support for Study Abroad Program Policy Committee
- National and International Publications

TAMU CIBE – Supplement 12

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Supplement 13

CIBS: MAYS INTERNATIONAL BUSINESS POLICY COMMITTEE

Charge:

To provide long-term policy advice and strategic guidance in infusing globalization within Mays Business School's curriculum (undergraduate, graduate, and doctoral levels) and research through the college's five academic departments.

DR. JULIAN E. GASPAR

Chair

TAMU CIBE Director, &
Department of Finance

DR. RAJAN VARADARAJAN

Department of Marketing

DR. MADHAV PAPPU

Department of Information &
Operations Management

DR. DENNIS R. LASSILA

Department of Accounting

DR. LORRAINE EDEN

Department of Management

**DR. VENKATESH
SHANKAR**

Department of Marketing

DR. MICHAEL A. HITT

Department of Management

DR. MICHAEL W. PUSTAY

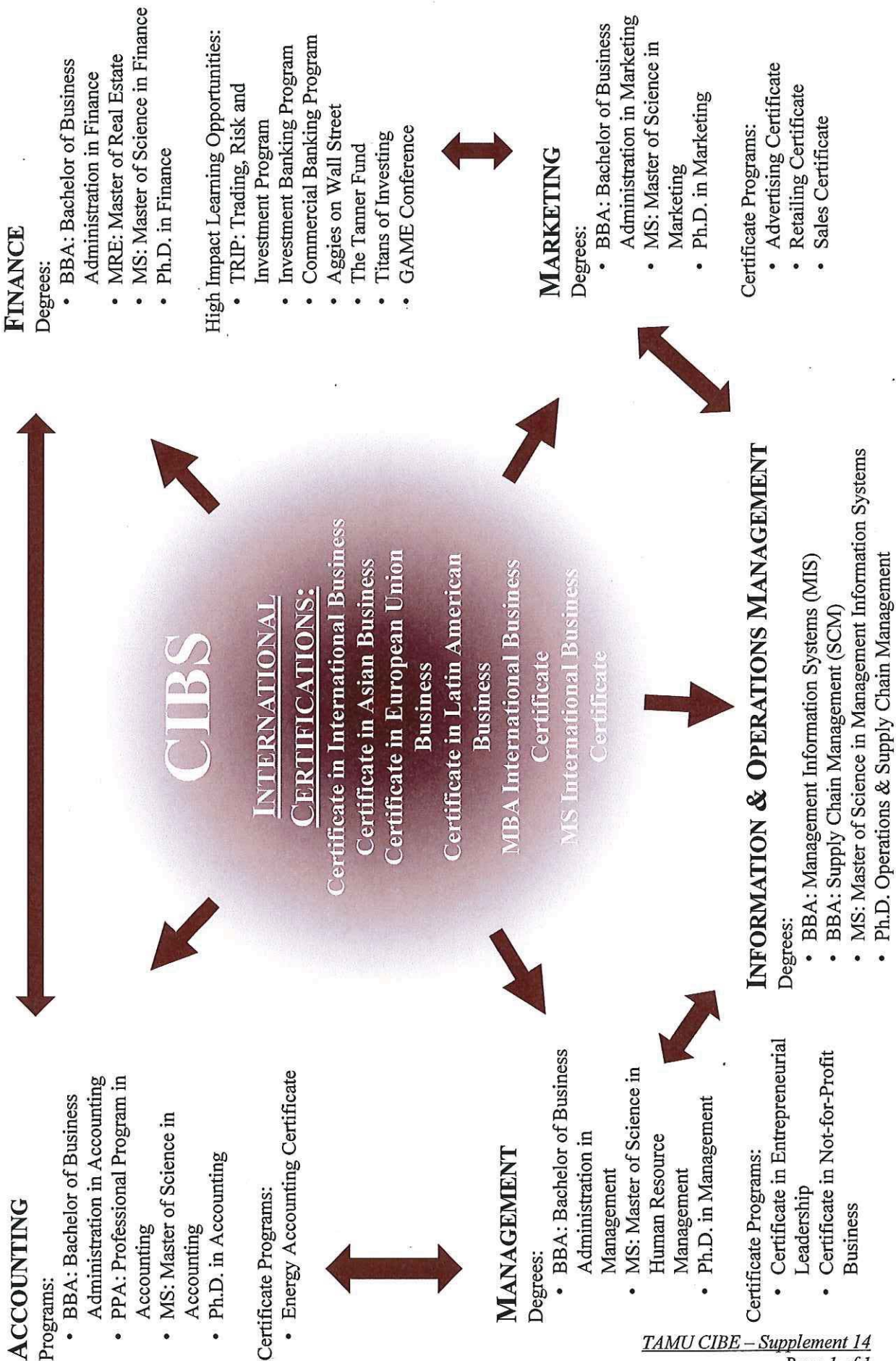
Department of Management

DR. ARVIND MAHAJAN

Department of Finance

CENTER FOR INTERNATIONAL BUSINESS STUDIES

CIBS: COLLABORATION WITH MAYS DEPARTMENTS



CIBS: COLLABORATION WITH MAYS CENTERS

CENTER FOR INTERNATIONAL BUSINESS STUDIES (CIBS)

- Responsible for internationalizing the business programs within Mays and joint international business programs with other colleges in the university
- Design, develop, and implement study abroad and exchange programs through Mays
- Provide International Business Courses in preparation for global experience
- Award Certificate programs in International Business, European Union Business, and Latin American Business
- Accommodate and support incoming exchange students to Mays
- Partner with International Universities and Business Schools in IB research
- Global Business Brigade

UNDERGRADUATE PROGRAMS OFFICE (UPO)

- Recruiting, advising and mentoring undergraduate students on majors, course selections, overseas study and academic progress
- Educates and provides information on the six areas of certificates offered at Mays
 - Energy Accounting certification
 - Marketing Certifications
 - International Certifications
 - Entrepreneurship Certification
 - Business Certification
 - Not-for-Profit Business Certification

CENTER FOR RETAILING STUDIES (CRS)

- Prepare students for a professional career in retailing
- Committed to retailing education, service and research sponsored by thirty top companies and industry relationships
- Offer a Certificate in Retailing to provide students with the opportunity to have a concentration in retailing to complement their business degree
- Student Retailing Association

REAL ESTATE CENTER (REC)

- Largest publicly funded organization devoted to real estate research in the nation
- Conduct research on financial, socioeconomic, public policy, trade, legal, land use and local market analysis issues related to real estate

CENTER FOR MANAGEMENT INFORMATION SYSTEMS (CMIS)

- Active partnership between its students, faculty and industry members
- Annual case competition event sponsored by the CMIS corporate advisory board members
- Women in Information Technology Conference

CENTER FOR INTERNATIONAL BUSINESS STUDIES

CENTER FOR HUMAN RESOURCE MANAGEMENT (CHRM)

- CHRM Corporate Partner Board
- Maximize knowledge about human capital through teaching, research and engagement with organizations
- CHRM companies have access to business students and opportunities to teach/hire them

CENTER FOR EXECUTIVE DEVELOPMENT (CED)

- Customized management training for domestic and multinational organizations
- Develop programs for clients with the intent to develop future leaders of their organizations

UNDERGRADUATE SPECIAL PROGRAMS OFFICE (USPO)

- Create knowledge and develop ethical leaders for a global society
- Mays Regents Scholar field study of Ghana, West Africa

BUSINESS HONORS PROGRAM (BH)

- Provides personalized, high impact global learning
- Hosts speaker series and retreats for Honors Students in conjunction with top multinational companies, industries and business leaders

CENTER FOR NEW VENTURES AND ENTREPRENEURSHIP (CNVE)

- Develop and encourage entrepreneurs
- Provides encouragement, education, networking, and assistance to entrepreneurially-minded students, faculty and Texas businesses
- Aggie Entrepreneurship Saturday brings in successful Aggie entrepreneurs to share knowledge, collaborate, build connections and create mentorship opportunities
- Entrepreneurship Empowerment in South Africa is a six-week study abroad opportunity in which students travel to Cape Town to provide consulting for local emerging entrepreneurs based in surrounding townships
- Texas A&M Entrepreneurship Society
- Entrepreneur Resource Center

RELIANT ENERGY TRADING CENTER (RETC)

- Students are given access to analytical tools and volumes of real-time and historical financial data
- Seats up to forty students at computer work stations, outfitted with Bloomberg terminals, four independent LED projectors, a SMART Technology system and two drop-down screens
- Manage the Tanner Fund, a student run portfolio
- Academic courses use the Reliant Energy Trading Center for foreign exchange trading experience

CIBS: ASSOCIATION WITH ON-CAMPUS GLOBALIZATION PROGRAMS

BRAZOS VALLEY WORLDFEST

- Promote and celebrate international diversity and heritage of Brazos Valley
- Create welcoming environment for community's international residents and visitors
- Offers cultural displays, international cuisine, performances, children's crafts, educational competitions and more

ACADEMY FOR FUTURE INTERNATIONAL LEADERS

- Year-long interdisciplinary program
- Strategic
- 4 components
 - Spring seminar on global strategic issues
 - Mentoring program
 - International leadership challenge project
 - International study or internship opportunity

STUDENT ORGANIZATIONS

- International Student Association
- International Student Mentors Association
- International Christian Fellowship
- A&M International Fellowship
- Aggie International Ambassadors
- Aggies for International Development
- Alpha Kappa Delta International Honor Society
- Circle K International
- CURE International
- International Business Association
- Global Business Brigades

CENTER FOR INTERNATIONAL BUSINESS STUDIES

- MSC L. T. JORDAN INSTITUTE FOR INTERNATIONAL AWARENESS**
- Provide opportunities to learn about the world in which we live
 - Service-oriented program that allowed A&M students to live in one of several countries for ten weeks and participate in intensive health based projects for the people and environment of these countries
 - Meaningful cultural experience via meaningful service to the government and needy citizens of the Dominican Republic, Guatemala, Honduras, and Mexico.
 - Promote cultural understanding and respect among A&M students and the ISP country citizens
 - Foster problem-solving skills and critical thinking among A&M students through real, hands on international experiences in the area of health

BORLAUG INSTITUTE FOR INTERNATIONAL AGRICULTURE

- Project regions
 - Sub-Saharan Africa
 - Middle East & North Africa
 - Asia
 - Latin America & The Caribbean
- International Training
 - Peace Corps Master's International
 - International Agriculture & Resource Management Graduate Certification Program

CORPS OF CADETS INTERNATIONAL PROGRAMS

- Allow cadets to have exposure to international issues of significance in global affairs
- Develop critical language skills at Texas A&M through language studies in Arabic and Chinese
- Immersion programs, language studies, participation in a critical language leadership team

STUDENT CONFERENCE ON NATIONAL AFFAIRS (SCONA)

- Annual collegiate conference that brings delegates from all over the nation and the world
- Discuss topic of national importance through facilitated round tables

Supplement 17

Texas A&M and Third Party International Internship Opportunities

Texas A&M International Internship Opportunities

<u>Partner</u>	<u>Region</u>	<u>Country</u>	<u>City</u>
Academic Internship Council	Asia	Singapore	Singapore
A&M Agrilife	Caribbean	Haiti	Christianville, Thomanzeu
Agricultural & Nat. Res. Intern. Prog.	Europe	Italy	Rome
Career Center	Asia	China	Hong Kong
Career Center	Asia	China	Shanghai
Career Center	Australia	Australia	Sydney
Career Center	Europe	France	Paris
Career Center	Europe	Germany	Berlin
Career Center	Europe	Ireland	Dublin
Career Center	Europe	Spain	Madrid
Career Center	Europe	Spain	Valencia
Career Center	Europe	United Kingdom	London
LT Jordan	Asia	China	Xi'an, Guangzhou
LT Jordan	Asia	Singapore	Singapore
LT Jordan	Europe	Spain	Seville
LT Jordan	Europe	United Kingdom	London
LT Jordan	North America	Canada	Toronto
LT Jordan	South America	Chile	Santiago
Public Policy Internship Program	Europe	France	Paris
Public Policy Internship Program	Europe	Spain	Madrid
Public Policy Internship Program	Europe	United Kingdom	London

Third Party International Internship Opportunities

<u>Partner</u>	<u>Region</u>	<u>Country</u>	<u>City</u>
Academic Programs International	Asia	China	Fengyan, Sichuan
Academic Programs International	Cental America	Costa Rica	Manuel Antonio, San Jose
Academic Programs International	Europe	France	Paris
Academic Programs International	Europe	Ireland	Cork, Dublin
Academic Programs International	Europe	Spain	Sevilla
Academic Programs International	Europe	United Kingdom	London, Stirling
Academic Programs International	Europe	France	Paris
Academic Programs International	Europe	Italy	Rome
Academic Programs International	South America	Argentina	Buenos Aires
Academic Programs International	South America	Peru	Cusco, Lima
Academy for International Education	Europe	Germany	Bonn
American Institute for Foreign Study	Europe	Italy	Florence
American Institute for Foreign Study	Europe	United Kingdom	London

Supplement 17

Third Party International Internship Opportunities (continued)

<u>Partner</u>	<u>Region</u>	<u>Country</u>	<u>City</u>
Arcadia University	Australia	Australia	Canberra
Arcadia University	Australia	Australia	Sydney
Arcadia University	Europe	Spain	Granada , Toledo
Arcadia University	Europe	Greece	
Arcadia University	Europe	Ireland	Dublin
Arcadia University	Europe	Italy	Perugia, Sicily
Arcadia University	Europe	Scotland	Edinburgh
Arcadia University	Europe	United Kingdom	London
Center for International Studies	Asia	China	Beijing, Shanghai
Center for International Studies	Australia	Australia	Melbourne, Sydney
Center for International Studies	Australia/Pac. Isl.	New Zealand	Wellington
Center for International Studies	Central America	Costa Rica	San Jose
Center for International Studies	Central America	Mexico	Cuernavaca
Center for International Studies	Europe	France	Paris
Center for International Studies	Europe	Ireland	Dublin
Center for International Studies	Europe	Italy	Florence
Center for International Studies	Europe	Spain	Barcelona
Center for International Studies	Europe	United Kingdom	London
Center for International Studies	South America	Ecuador	Quito
Council on Intl. Educational Exchange	Europe	Spain	Palma de Mallorca
Council on Intl. Educational Exchange	Europe	Spain	Sevilla
Cultural Experiences Abroad	Europe	Spain	Granada
Cultural Experiences Abroad	Europe	United Kingdom	London
Education Abroad Network	Asia	China	
GlobalLinks Learning Abroad	Asia	Singapore	Singapore
GlobalLinks Learning Abroad	Australia/Pac. Isl.	New Zealand	
GlobalLinks Learning Abroad	Europe	United Kingdom	London
GlobalLinks Learning Abroad	Europe	Spain	Valencia
GlobalLinks Learning Abroad	South America	Chile	Santiago
Institute for Intl. Education of Students	Australia/Pac. Isl.	Australia	Sydney
Institute for Intl. Education of Students	Europe	Ireland	Dublin
Institute for Intl. Education of Students	Europe	Italy	Rome
Institute for Intl. Education of Students	Europe	Spain	Barcelona
Institute for Intl. Education of Students	Europe	United Kingdom	London
Institute for Intl. Education of Students	South America	Argentina	Buenos Aires

Supplement 17

Third Party International Internship Opportunities (continued)

<u>Partner</u>	<u>Region</u>	<u>Country</u>	<u>City</u>
International Studies Abroad	Asia	India	Malavli, Mumbai
International Studies Abroad	Asia	South Korea	Seoul
International Studies Abroad	Caribbean	Dominican Republic	Santiago, Santo Domingo
International Studies Abroad	Central America	Costa Rica	Cartago, San Jose
International Studies Abroad	Europe	Italy	Florence
International Studies Abroad	Middle East	Jordan	Amman
International Studies Abroad	Northern Africa	Morocco	Meknes
International Studies Abroad	South America	Chile	Valparaiso
International Studies Abroad	South America	Peru	Cusco, Lima
Internship Desk	Asia	India	New Delhi
Internship Desk	Middle East	Israel	Tel Aviv
Intrax	Asia	China	
Intrax	Asia	Japan	
Intrax	Asia	Singapore	Singapore
Intrax	Europe	France	
Intrax	Europe	Germany	
Intrax	Europe	Spain	
Intrax	Europe	UK/Ireland	
Intrax	South America	Brazil	
Intrax	South America	Chile	
Open Worldwide Innovation Network	Asia	China	Beijing
Open Worldwide Innovation Network	Europe	Belgium	
Universidad Ecotec	South America	Ecuador	Guayaquil

Supplement 17

Texas A&M and Third Party International Internship Opportunities



TAMU CIBE PROGRAM: Achieving the Objectives of the Federal Statutes

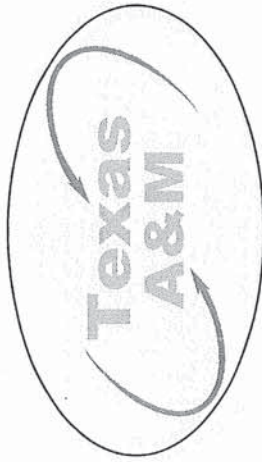
EDUCATIONAL ACTIVITIES	Broad Objectives of Section 611(b) by providing international education and training that will contribute to U.S. competitiveness in an international economy.				Achieves the Purpose of Section 612(a)(b) including national and regional teaching resource for int'l business, language, culture, and providing int'l trade research and training.		Fulfills Mandatory Activities in Section 612(c)(1) including interdisciplinary programs for students, faculty, and the business community.		Fulfills Permissible Activities in Section 612(c)(2) including overseas programs, summer institutes, and outreach programs.	
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1. Regents Scholars Global Certificate of Achievement (Musoma)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Overseas Immersion: IB in Emerging Economies (Gaspar)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. IB Curriculum: New courses, Innovative Tracks, and IB Content Infusion (Pustay)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. Interdisciplinary Globalization Programs for Non-Business Majors (Loudner)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5. Empowering the Region's Hispanic and Spanish-Speaking Student Population (Arreola-Risa)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6. IB Internship Empowerment (Lane)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7. Mays Global Ambassadors (Lane)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8. Graduate Dual Degree Programs in Germany and Spain (McAnally)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9. Internationalization of Doctoral Business Students (Eden)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10. Summer Culture and Language Institute for Statewide and Regional MSIs (Gaspar)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11. Foreign Language Training, Virtual Language Lab, and Immersion Programs (Muir)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12. Student Organizations: IB, Culture, and Networking (Lane)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13. Mays <i>Ibnetwork</i> for Students, Faculty and Executives (Muir)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14. Mays Working Abroad Series (Burton)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



EDUCATIONAL ACTIVITIES


TAMU CIBE PROGRAM: Achieving the Objectives of the Federal Statutes

	Broad Objectives of Section 611(b) by providing international education and training that will contribute to U.S. competitiveness in an international economy.				Achieves the Purpose of Section 612(a)(b) including serving as national and regional teaching resource for int'l business, language, culture, and providing int'l trade research and training.		Fulfills Mandatory Activities in Section 612(c)(1) including interdisciplinary programs for students, faculty, and the business community.		Fulfills Permissible Activities in Section 612(c)(2) including overseas programs, summer institutes, and outreach programs.	
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15. Impact of American Credit Crisis on U.S. Competitiveness - Key Issues 15a. The Global Economic Crisis and Its Impact on US Firms (Hitt)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
15b. The Financial Crisis, Frank-Dodd Bill, and US Bank's Global Competitiveness (Kolari/Chen)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
16. The Role of International Entrepreneurship and New Venture Creation on American Global Competitiveness (Hitt/Ireland/Lester)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
17. The Rise of Emerging Economies, Globalization of Innovation, and U.S. Competitiveness (Shanker)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
18. Advances in International Management 2015 Volume: Emerging Economies and MNEs (Tihanyi)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
19. Impact of US Immigration Reform on National Security and US Competitiveness (Bierman/Pactzold)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
20. Environmental/Green Social Responsibility and MNE Competitiveness (Eden/Nixon)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
21. Country Institutional Environments and their Impact on Corporate Strategies (Hitt)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
22. International Dimensions of Corporate Governance and Executive Compensation Policies (Griffin/Boswell)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
23. Optimizing Global Supply Chain to Minimize Trade Diversion in the Western Hemisphere (Koufterous)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
24. Effectiveness of Offering IB Certification Utilizing Massive Open Online Courses (MOOCs) (Pappu)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
25. Support for Faculty and Doctoral Student IB and Foreign Language Research (Gaspar)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
26. Analyzing Perceived Barriers to Studying Abroad and Language Learning (Murphrey/Lane)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



RESEARCH ACTIVITIES

TAMU CIBE PROGRAM: Achieving the Objectives of the Federal Statutes

	Purpose of Section 612(a)(b) including national and regional teaching resource for intl trade research, language, culture, and providing intl trade research and training.				Fulfills Mandatory Activities in Section 612(c)(1) including interdisciplinary programs for students, faculty, and the business community.		Fulfills Permissible Activities in Section 612(c)(2) including overseas programs, summer institutes, and outreach programs.	
	Achieves the Broad Objectives of Section 611(b) by providing international education and training that will contribute to U.S. competitiveness in an international economy.	Achieves the Broad Objectives of Section 611(b) by providing international education and training that will contribute to U.S. competitiveness in an international economy.	Achieves the Broad Objectives of Section 611(b) by providing international education and training that will contribute to U.S. competitiveness in an international economy.	Achieves the Broad Objectives of Section 611(b) by providing international education and training that will contribute to U.S. competitiveness in an international economy.	Fulfills Mandatory Activities in Section 612(c)(1) including interdisciplinary programs for students, faculty, and the business community.	Fulfills Mandatory Activities in Section 612(c)(1) including interdisciplinary programs for students, faculty, and the business community.	Fulfills Permissible Activities in Section 612(c)(2) including overseas programs, summer institutes, and outreach programs.	Fulfills Permissible Activities in Section 612(c)(2) including overseas programs, summer institutes, and outreach programs.
 <p>OUTREACH ACTIVITIES</p>								
27. Internationalization of Minority-Serving Institutions (MSI) and Community Colleges (Gaspar)	✓	✓	✓	✓	✓	✓	✓	✓
28. Domestic - Faculty/PhD Student FDIB and Language Programs (Muir)	✓	✓	✓	✓	✓	✓	✓	✓
29. Overseas - Faculty Development in International Business (FDIB) Programs (Gaspar)	✓	✓	✓	✓	✓	✓	✓	✓
30. IB Seminars and Workshops for U.S. Executives (Welch)	✓	✓	✓	✓	✓	✓	✓	✓
31. Global Market Series: Export Certification Program (Chandler)	✓	✓	✓	✓	✓	✓	✓	✓
32. Foreign Language/Culture Training and Immersion (Muir)	✓	✓	✓	✓	✓	✓	✓	✓
33. K-12 Global Resources and Training for Teachers and Students (Wolken)	✓	✓	✓	✓	✓	✓	✓	✓

TAMU CIBE PROGRAM: Activities Meet the Objectives of Federal Purposes, Mandatory Programs, and Permissible Programs

	Purposes										Mandatory Programs				Permissible Activities			
	IB/Trade Competitiveness																	
	Instruction in Foreign Lang & Int'l Fields	Research and Training in Int'l Fields	Training of Students	Resource for Regional Businesses	Serve other Faculty, Students, & Institutions	Foreign Lang & Int'l Studies	Interdiscip Prog for Non-business Fac/Students	Intensive Foreign Lang Prog for Business	Collaborative Programs to Develop IB Skills	Research to Strengthen IB Curricula	Research on Int'l Competitiveness	Overseas Training Programs	Linkages Overseas	Summer Institutes	Study Abroad Student Programs	Outreach Activities/Consortia	Technology-Related	Other Eligible Activities
1. Regents Scholars Global Certificate of Achievement (Musoma)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Overseas Immersion: IB in Emerging Economics (Gaspar)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. IB Curriculum: New course, Innovative Tracks, and IB Content Infusion (Pustay)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. Interdisciplinary Globalization Programs for Non-Business Majors (Loudner)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5. Empowering the Region's Hispanic and Spanish-Speaking Student Population (Arreola-Risa)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6. IB Internship Empowerment (Lane)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7. Mays Global Ambassadors (Lane)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8. Graduate Dual Degree Programs in Germany and Spain (McAnally)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9. Internationalization of Doctoral business Students (Eden)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10. Summer Culture and Language Institute for Statewide and Regional MSIs (Gaspar)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11. Foreign Language Training, Virtual Language Lab, and Immersion Programs (Muir)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12. Student Organizations: IB, Culture, and Networking (Lane)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13. Mays <i>Ibnetwork</i> for Students, Faculty and Executives (Muir)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14. Mays Working Abroad Series (Burton)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



EDUCATIONAL ACTIVITIES

TAMU CIBE PROGRAM: Activities Meet the Objectives of Federal Purposes, Mandatory Programs, and Permissible Programs

	Purposes												Mandatory Programs	Permissible Activities					
	IB/Trade Competitiveness																		
	National Resources for IB Teaching	Instruction in Foreign Lang & Int'l Fields	Research and Training in Int'l Fields	Training of Students	Resource for Regional Businesses	Serve other Faculty, Students, & Institutions	Foreign Lang & Int'l Studies	Interdiscip Prog for Non-business Fac/Students	Intensive Foreign Lang Prog for Business	Collaborative Programs to Develop IB Skills	Research to Strengthen IB Curricula	Research on Int'l Competitiveness	Overseas Training Programs	Linkages Overseas	Summer Institutes	Study Abroad Student Programs	Outreach Activities/Consortia	Technology-Related	Other Eligible Activities
15. Impact of American Credit Crisis on U.S. Competitiveness - Key Issues																			
15a. The Global Economic Crisis and Its Impact on US Firms (Hitt)																			
15b. The Financial Crisis, Frank-Dodd Bill, and US Bank's Global Competitiveness (Kolari/Chen)																			
16. The Role of Int'l Entrepreneurship and New Venture Creation on American Global Competitiveness (Hitt/Ireland/Lester)																			
17. The Rise of Emerging Economies, Globalization of Innovation, and US Competitiveness (Shankar)																			
18. Advances in International Management 2015 Volume: Emerging Economies and MNEs (Tihanyi)																			
19. Impact of US Immigration Reform on National Security and US Competitiveness (Bierman/Paetzold)																			
20. Environmental/Green Social Responsibility and MNE Competitiveness (Eden/Nixon)																			
21. Country Institutional Environments and their Impact on Corporate Strategies (Hitt)																			
22. International Dimensions of Corporate Governance and Executive Compensation Policies (Griffin/Boswell)																			
23. Optimizing Global Supply Chain to Minimize Trade Diversion in the Western Hemisphere (Koufteros)																			
24. Effectiveness of Offering IB Certification Utilizing Massive Open Online Courses (MOOCs) (Pappu)																			
25. Support for Faculty and Doctoral Student IB and Foreign Language Research (Gaspar)																			
26. Analyzing Perceived Barriers to Studying Abroad and Language Learning (Murphrey/Lane)																			

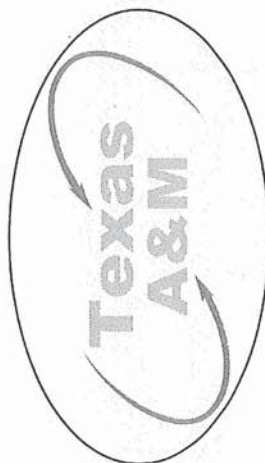


RESEARCH ACTIVITIES

TAMU CIBE PROGRAM: Activities Meet the Objectives of Federal Purposes, Mandatory Programs, and Permissible Programs

OUTREACH ACTIVITIES

	Purposes										Mandatory Programs				Permissible Activities				
	IB/Trade Competitiveness																		
	National Resources for IB Teaching	Instruction in Foreign Lang & Int'l Fields	Research and Training in Int'l Fields	Training of Students	Resource for Regional Businesses	Serve other Faculty, Students, & Institutions	Foreign Lang & Int'l Studies	Interdiscip Prog for Non-business Fac/Students	Intensive Foreign Lang Prog for Business	Collaborative Programs to Develop IB Skills	Research to Strengthen IB Curricula	Research on Int'l Competitiveness	Overseas Training Programs	Linkages Overseas	Summer Institutes	Study Abroad Student Programs	Outreach Activities/Consortia	Technology-Related	Other Eligible Activities
27. Internationalization of Minority-Serving Institutions (MSI) and Community Colleges (Gaspar)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
28. Domestic - Faculty/PhD Student FDIB and Language Programs (Muir)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
29. Overseas - Faculty Development in International Business (FDIB) Programs (Gaspar)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
30. IB Seminars and Workshops for US Executives (Welch)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
31. Global Market Series: Export Certification Program (Chandler)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
32. Foreign Language/Culture Training and Immersion (Muir)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
33. K-12 Global Resources and Training for Teachers and Students (Wolken)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



OUTREACH ACTIVITIES

TAMU CIBE Activities Fulfill Significant Areas of Need

	TAMU CIBE Activities Fulfill Significant Areas of Need									
	1	2	3	4	5	6	7	8	9	10
1. Regents Scholars Global Certificate of Achievement (Musoma)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Overseas Immersion: IB in Emerging Economies (Gaspar)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3. IB Curriculum: New courses, Innovative Tracks, and IB Content Infusion (Pustay)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4. Interdisciplinary Globalization Programs for Non-Business Majors (Loudner)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5. Empowering the Region's Hispanic and Spanish-Speaking Student Population (Arreola-Risa)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6. IB Internship Empowerment (Lane)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7. Mays Global Ambassadors (Lane)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
8. Graduate Dual Degree Programs in Germany and Spain (McAnally)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9. Internationalization of Doctoral Business Students (Eden)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10. Summer Culture and Language Institute for Statewide and Regional MSIs (Gaspar)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11. Foreign Language Training, Virtual Language Lab, and Immersion Programs (Muir)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
12. Student Organizations: IB, Culture, and Networking (Lane)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13. Mays <i>Ibnetwork</i> for Students, Faculty and Executives (Muir)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
14. Mays Working Abroad Series (Burton)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



EDUCATIONAL ACTIVITIES

TAMU CIBE Activities Fulfill Significant Areas of Need

	1	2	3	4	5	6	7	8	9	10
	Student IB and Cultural Competency	Globalize Business Faculty and Ph.D. Students	Internationalize Business Curriculum	IB Education and Training to Advance US Competitiveness	Student and Executive Foreign Language Skills and Knowledge	IB Training & Resources for Non-Business Faculty	Internationalize Under-Served Institutions	Internationalize Business Professionals and Community	IB Research to Advance US Competitiveness & Global Biz Strategies	Research on IB Education and Language Studies
15. Impact of American Credit Crisis on U.S. Competitiveness - Key Issues										
15a. The Global Economic Crisis and Its Impact on US Firms (Hitt)		✓	✓						✓	
15b. The Financial Crisis, Frank-Dodd Bill, and US Bank's Global Competitiveness (Kolari/Chen)		✓	✓						✓	
16. The Role of International Entrepreneurship and New Venture Creation on American Global Competitiveness (Hitt/Ireland/Lester)		✓	✓						✓	
17. The Rise of Emerging Economies, Globalization of Innovation, and US Competitiveness (Shankar)		✓	✓						✓	
18. Advances in International Management 2015 Volume: Emerging Economies and MNEs (Tihanyi)		✓	✓	✓					✓	
19. Impact of US Immigration Reform on National Security and US Competitiveness (Bierman/Paetzold)		✓	✓						✓	
20. Environmental/Green Social Responsibility and MNE Competitiveness (Eden/Nixon)		✓	✓						✓	
21. Country Institutional Environments and their Impact on Corporate Strategies (Hitt)		✓	✓						✓	
22. International Dimensions of Corporate Governance and Executive Compensation Policies (Griffin/Boswell)		✓	✓						✓	
23. Optimizing Global Supply Chain to Minimize Trade Diversion in the Western Hemisphere (Koufteros)		✓	✓						✓	
24. Effectiveness of Offering IB Certification Utilizing Massive Open Online Courses (MOOCs) (Pappu)	✓	✓	✓	✓		✓			✓	✓
25. Support for Faculty and Doctoral Student IB and Foreign Language Research (Gaspar)		✓	✓						✓	
26. Analyzing Perceived Barriers to Studying Abroad and Language Learning (Murphrey/Lane)	✓		✓		✓					✓



RESEARCH ACTIVITIES

TAMU CIBE Activities Fulfill Significant Areas of Need

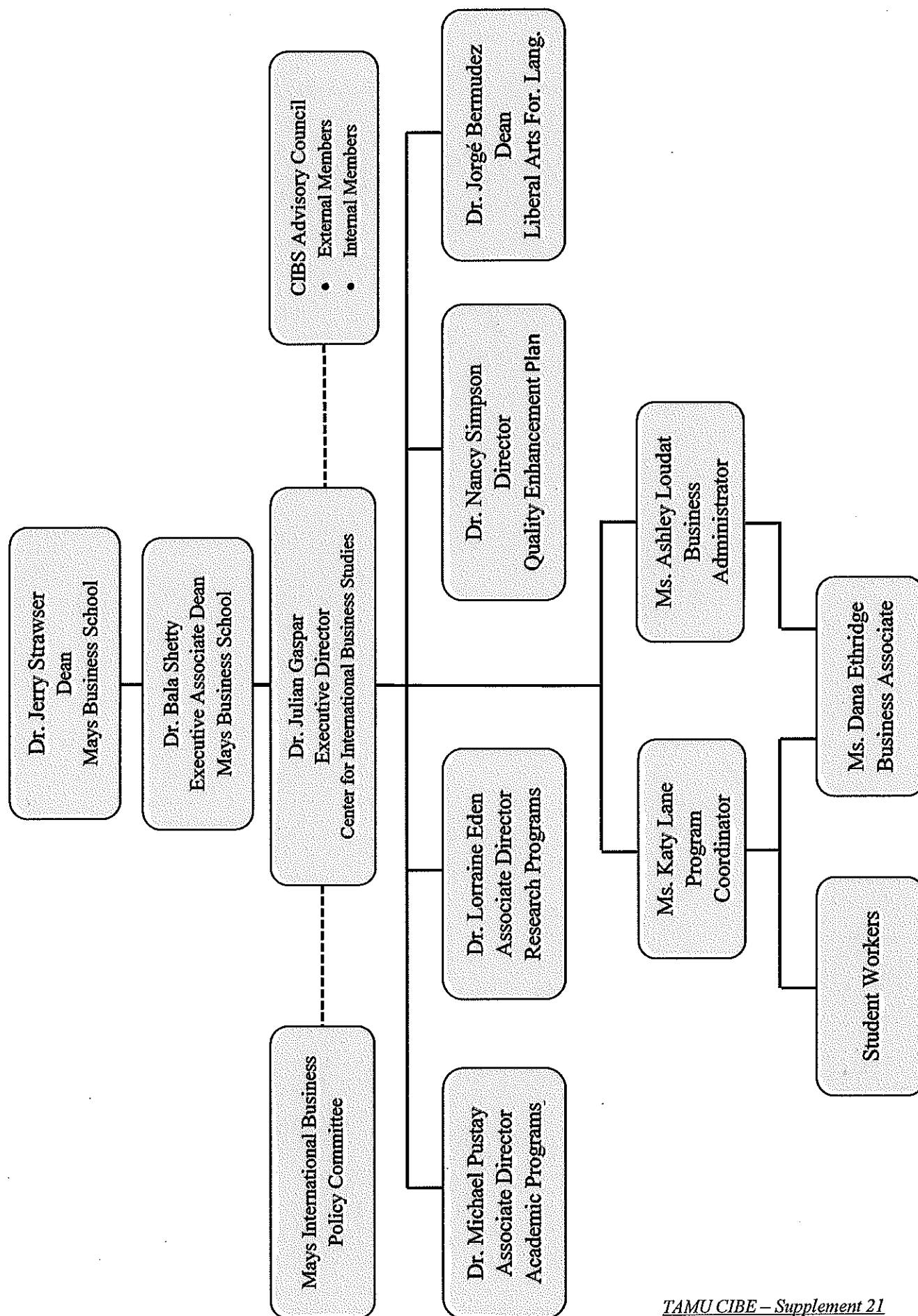
	Texas A&M									
	1	2	3	4	5	6	7	8	9	10
Student IB and Cultural Competency	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Globalize Business Faculty and Ph.D. Students	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Internationalize Business Curriculum	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
IB Education and Training to Advance US Competitiveness	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Student and Executive Foreign Language Skills and Knowledge	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
IB Training & Resources for Non-Business Faculty	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Internationalize Under-Served Institutions	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Internationalize Business Professionals and Community	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
IB Research to Advance US Competitiveness & Global Biz Strategies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Research on IB Education and Language Studies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



OUTREACH ACTIVITIES

27. Internationalization of Minority-Serving Institutions (MSI) and Community Colleges (Gaspar)
28. Domestic - Faculty/PhD Student FDIB and Language Programs (Muir)
29. Overseas - Faculty Development in International Business (FDIB) Programs (Gaspar)
30. IB Seminars and Workshops for US Executives (Welch)
31. Global Market Series: Export Certification Program (Chandler)
32. Foreign Language/Culture Training and Immersion (Muir)
33. K-12 Global Resources and Training for Teachers and Students (Volken)

TAMU CIBE PROGRAM: Organizational Chart



Supplement 22

Texas A&M: Project Design and Management Plan

For all TAMU CIBE Activities, the CIBE will take strategic steps to promote, solicit (brochures, presentations, targeted emails, etc.), and include students, faculty, and executives that may be under-represented due to gender, race, national origin, color, disability or age, as noted under the Department of Education's General Education Provisions Act (GEPA). In addition, the CIBE has planned a number of activities that have been specifically designed to assist under-represented populations (A1: Regents Scholars Global Certificate of Achievement; A2: Overseas Immersion: IB in Emerging Economies; A5: Empowering the Region's Hispanic and Spanish Speaking Student Population for Business Careers in Latin America; A6: International Business Internship empowerment; A9: Internationalization of Doctoral Business Students; A24: Effectiveness of Offering IB Certification Utilizing MOOCs; A26: Analyzing Perceived Barriers to Study Abroad and Language Learning; A27: Internationalizing MSIs and Community Colleges; A28: Domestic FDIB and Language Programs; and A29: Overseas FDIB Programs).

ACTIVITIES THAT MEET THE EDUCATION OBJECTIVE

Education Activity 1: Regents Scholars Global Certificate of Achievement

Leader: Dr. Henry Musoma (Director Regents Program, Mays Undergraduate Special Programs Office)

Objective: To provide Regents Scholars, who are first-generation college students from lower-income families, a highly-focused introductory IB and cultural course, learning community activities coupled with an overseas immersion experience to arouse their globalization interest right at the start of their freshman year.

Significant Needs Addressed: Student IB and Cultural Competency (1), Internationalize Business Curriculum (3), IB Education and Training to Advance U.S. Competitiveness (4)

Plan for Implementation: In **Spring 2015**, the CIBE will create the Global Plus Learning Community to provide subsidies for Mays Business School Regent scholars to take an introductory IB course and participate in an overseas experience. Mays Business School is the home to some 50 Regents Scholars each year, and the TAMU CIBE will offer a new concentrated Global Certificate of Achievement program to enable low income, largely minority students, to gain a "global perspective" of commerce, experience tangible things, a sense of belonging, and understanding of other cultures. The program will build on existing certificate and IB learning community activities, and will feature expanded development of short-term study trips abroad. Depending on individual geographic interest, separate groups of those students will travel to Costa Rica, France, Ghana, or South Africa for a week to 10 days that would include pre-departure country orientation. Each **Fall semester**, Dr. Musoma will promote the 'Learning Community' to enlist new students and brief them on the IB and cultural courses, *Global Certificate of Achievement* planned activities, and study abroad opportunities. Each **Spring semester**, students registered for a short-term international experience will attend cultural, and political briefings on the target country. This program will serve as a foundation and stimulus for the more rigorous 18-hour Mays IB minor/certificate programs (*Certificate in IB, Certificate in European Union Business, Certificate in Latin American Business or Certificate in Asian Business Studies*) and engage in a long-term study abroad activity, such as a reciprocal exchange program. Regent Scholars will also be encouraged to participate in activities that focus on global business and provide an overseas experience, such as the APEX Global Business IT Case Challenge in Singapore to enhance their international career opportunities.

Education Activity 2: Overseas Immersion: IB in Emerging Economies

Leader: Dr. Julian Gaspar (Executive Director, Center for International Business Studies)

Objective: To increase undergraduate and graduate student understanding and expertise of conducting business with emerging economies that are anticipated to dominate business growth in the 21st century.

Significant Needs Addressed: IB and Cultural Competency (1), Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Education and Training especially in Emerging Economies to Advance U.S. Competitiveness (4), Student and Executive Foreign Language Skills and Knowledge (5)

Plan for Implementation: During 2014-2018, the CIBE will work closely with the TAMU Study Abroad Office to implement overseas immersion programs to provide more students an international experience, with an emphasis on emerging market economies. The ***Emerging Markets of the 21st Century series*** summer study abroad programs will be offered each year in collaboration with overseas partner schools – **China** (Dr. Arreola-Risa) at Beijing Jiaotong University; **India** (Dr. Gaspar) at SDM Institute for Management Development, Mysore; **Brazil** (Dr. Pappu) at Fundacao Getulio Vargas, Rio de Janeiro; **Russia** (Dr. Panina) at Moscow State University; and **South Africa**, (Dr. Flint) at Stellenbosch University, Cape Town. (These new programs will not supplant existing summer study abroad programs offered to Mays students.) Each ***Summer/Fall semester***, informational meetings will be held to solicit students for the emerging market trips. Each ***Fall/Spring semester***, pre-departure sessions will be held to brief students selected to the program about the culture, language and logistics of the trips. Foreign students from the target countries will provide an overview of the country and be available for Q&A. Each ***Fall semester***, MBA students will be briefed about the opportunity to participate in the Costa Rica MBA Spring Break Study Program (in March) featuring regional business and political experts addressing issues related to sustainable “green” business practices and the impact of regional economic integration blocs. In ***January and February each year***, cultural, economic and political briefing sessions on Central and South America will be hosted by the CIBE. Each summer, the CIBE will create a database to capture and match Study Abroad opportunities for students across the U.S. To encourage study abroad and internship opportunities to MSIs and other schools in Texas and the region, the TAMU CIBE will open the Emerging Markets of the 21st Century Study Abroad Series to Texas A&M System schools (**Supplement-4: TAMU CIBE Texas-wide Collaboration & Impact**) as well as to the Southern Association of Colleges and Schools (**Supplement-5: TAMU CIBE Regional Collaboration & Impact**) that are located in the 11 southern states. Participants of these overseas study programs will be more marketable in securing jobs especially in international business.

Education Activity 3: IB Curriculum: New courses, Innovative Tracks and IB Content Infusion

Leader: Dr. Michael Pustay (Professor, Management)

Objective: To develop new courses, innovative IB tracks and enhance existing courses by infusing timely IB and cultural content.

Significant Needs Addressed: Student IB and Cultural Competency (1), Internationalize Business Curriculum (3), IB Education and Training to Advance U.S. Competitiveness (4)

Plan of Implementation; Under the direction of Dr. Pustay, Member, Mays International Business Policy Committee (Supplement-12: TAMU CIBE Mays International Business Policy Committee) and with support from Mays Business School Departments (Supplement-13: TAMU CIBE Collaboration with Mays Departments) and Centers (Supplement-14: TAMU CIBE Collaboration with Mays Centers), seven new courses have been identified along with the prospective faculty members to develop these courses during 2014-2018. In ***Spring 2016***, the CIBE will meet with faculty that will be developing and teaching new undergraduate and graduate courses during 2014-2018. The faculty member and year to be developed are noted in parenthesis for each of these new course: At the undergraduate level, Intercultural Communication (Dr. Musoma, 2016), Social Entrepreneurship in South Africa (Dr. Flint, 2016), Business Environment of BRICS (Dr. Panina, 2017) and Global Supply Chain Management (Dr. Papu, 2017), India’s Business Environment (Dr. Gaspar, 2016) will be offered. New graduate courses to be developed will include: International Telecommunications (Dr. Whitten, 2017), and Financial Systems of European Union’s Periphery (Ms. Guyton, 2017). As a result of the Financial Crisis, the Accounting Department will infuse new content into their curriculum to prepare students for the likely eventual adoption of International Financial Reporting Standards (IFRS). Building upon the TAMU CIBE’s successful 18-hour IB certificate programs (IB, Asian Business, EU Business, and Latin American Business) a new undergraduate certificate program will be developed – the Certificate in Middle East Business, which will require Arabic (6 hrs), a Middle East culture and history course (3 hrs) and a semester-long study abroad experience (12 hrs.) in the Middle East (with the American University in Dubai). Furthermore, the NASBITE Certified Global Business Professional (NASBITE CGBP) Track will infuse globalization and provide support materials, mentoring, and targeted IB course selections to prepare for

TAMU CIBE – Supplement 22

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the national CGBP exam and career beyond that. As an incentive, the CIBE will reimburse ½ the exam cost for up to 40 Mays students/yr.

Education Activity 4: Interdisciplinary Globalization Programs for Non-Business Majors

Leader: Dr. Matha Loudder (Professor, Accounting)

Objective: To strengthen U.S. competitiveness through IB student learning with interdisciplinary courses, certificates, and degrees.

Significant Needs Addressed: Student IB and Cultural Competency (1), Internationalize Business Curriculum (3), Education and Training to Advance U.S. Competitiveness (4), Student and Executive Foreign Language Skills and Knowledge (5)

Plan for Implementation: In **Fall 2015**, the CIBE Directors will meet with representatives from International Studies, Modern Languages, Agribusiness, Bush School and Engineering to develop and strengthen aspects of the interdisciplinary programs for 2014-2018. The undergraduate International Studies (Liberal Arts) and Agribusiness (Agriculture) interdisciplinary degrees will be strengthened with the addition of the new TAMU CIBE IB course offerings (A3), Virtual Language Lab and Immersion programs (A11), and study abroad opportunities (A2). In an identical manner, graduate degrees, certificates, and tracks in Public Service and Administration (Bush School), International Affairs (Bush School), Agribusiness (Agriculture), Certificate in International Petroleum Management (Engineering), and the MBA Telecommunications Track (Engineering) will be enhanced. Each Fall semester, Mays MBA and MS students will be recruited to participate in the Bush School graduate Certificate in China Studies and to attend the CIBE Guanghua School of Management (Peking University) or European Business School (Frankfurt, Germany) summer programs.

Education Activity 5: Empowering the Region's Hispanic and Spanish-speaking Student Population

Leader: Dr. Antonio Arreola-Risa (Associate Professor, Information & Operations Management)

Objective: To create an IB Learning Community program for Hispanic and Spanish-speaking students to foster latent business opportunities with Latin America.

Significant Needs Addressed: Student IB and Cultural Competency (1), IB Education and Training to Advance U.S. Competitiveness (4), Student and Executive Foreign Language Skills and Knowledge (5)

Plan of Implementation: Each **Fall semester**, beginning in 2015 the TAMU CIBE will form a learning community of 30 freshman Spanish-proficient (largely Hispanic students majoring in business, agribusiness, and international studies). The CIBE will provide strategic career guidance, IB mentors (for IB course work, Latin American Business Certificate program, and semester-long study and internships with the CIBE's Latin American partner business schools), and an ongoing program to enrich their undergraduate IB experience on campus (Supplement-15: TAMU CIBE Association with On-campus Globalization Programs) through: IBA (International Business Association); visiting Hispanic and other Latin America-experienced executives; pertinent Bush School foreign affairs seminars; and foreign student group activities. An annual Latin America Business Career Forum will be conducted in collaboration with TAMU's Career Center and Hispanic Network (www.tamhn.org). A Hispanic IB Learning Community site will be created on the MaysNet, where students will be reminded to pursue the required Latin American Business Certificate and the NASBITE Certified Global Business Professional credential.

Education Activity 6: International Business Internship Empowerment

Leader: Ms. Katy Lane (Program Coordinator, Center for International Business Studies)

Objective: To provide undergraduate and graduate students an opportunity to gain overseas experience in IB and international development project activities to expand career opportunities in IB.

Significant Needs Addressed: Student Cultural Competency (1), Globalize Business Faculty (2), Internationalize Business Curriculum (3); Education and Training to Advance U.S. Competitiveness (4)

Plan for Implementation: **Every Fall** commencing in 2015, the TAMU CIBE will co-sponsor an International Business Internship Fair & Conference in collaboration with the TAMU CIBE Advisory Council, Jordan Institute for International Awareness, the Texas A&M Career Center, the Public Policy Internship Program, and the TAMU Study Abroad Programs Office. The primary objective is to promote and enroll students to participate in international internship programs offered by (a) TAMU CIBE with Overseas Partnerships, (b) TAMU Study Abroad Programs Office, and (c) Third-party providers. The TAMU CIBE will provide financial support to defray air travel cost and place up to 20 Mays students annually in 6-week and 10-week internships. The partnering organizations have coordinators in each country to assist students in obtaining crucial business internships with strategic companies. Minority serving institutions from the TAMU System and SACS will be invited to attend the International Business Internship Fair & Conference. Business and agribusiness students will also have an opportunity to gain practical International Development experience with a TAMU Borlaug Institute for International Agriculture project in Armenia, El Salvador, Guatemala, Rwanda, Indonesia, and Namibia. In addition, the CIBE will work with the TAMU Global Business Brigades organization to recruit students to conduct a 10-day service project in Panama during *winter, spring* and/or *summer break*.

Education Activity 7: Mays Global Ambassadors

Leader: Ms. Katy Lane (Program Coordinator, TAMU Center for International Business Studies)

Objective: To serve as a study abroad and international internship peer mentor, providing fellow students assistance and outreach within Mays Business School

Significant Needs Addressed: Student IB and Cultural Competency (1), Internationalize Business Curriculum (3), IB Education and Training to Advance U.S. Competitiveness (4)

Plan of Implementation: In early **Fall 2014** the CIBE will select two Mays Global Ambassadors – students in good academic standing, one each with recent experience in study abroad and international internship with commitment to work 5-hours/week for a full academic year (fall and spring semesters) under the direction of the CIBE’s Program Coordinator. The Ambassadors will be chosen based on their passion of international experience, their ability to articulate its value, public speaking skills, and their desire to assist peers both verbally and through marketing campaigns. Peer mentoring to Mays students will include several informationals in fall and spring to advocate study abroad/internship program selection, financial planning, general & security concerns and referral to appropriate resources on/off campus as necessary. Also, the Global Ambassadors will assist in the promotion of study abroad/internships by briefly speaking in classes, to student organizations, staffing information tables, and creating marketing materials in consultation with the CIBE Program Coordinator.

Education Activity 8: Graduate Dual Degree Programs in Germany and Spain

Leader: Dr. Mary Lea McAnally (Associate Dean, Masters Programs in Business)

Objective: To provide Mays MBA students an opportunity to earn a European MS or ME degree.

Significant Needs Addressed: Student IB and Cultural Competency (1), Internationalize Business Curriculum (3), IB Education and Training to Advance U.S. Competitiveness (4), Student and Executive Foreign Language Skills and Knowledge (5)

Plan for Implementation: Starting in **Spring 2015** and during each spring thereafter, the CIBE and MBA office will select up to 10 MBA/MS students to participate in the dual degree programs at European Business School in Germany and the Zaragoza Logistics Center in Spain. Each **Spring semester**, the CIBE will provide pre-departure briefings on the political, social, and business aspects of the European Union and the countries where the students will be studying. Each year, the CIBE will work with the programs in Germany and Spain to provide student internship opportunities with an American or European multinational corporation, after completion of their academic programs.

Education Activity 9: Internationalization of Doctoral Business Students

Leader: Dr. Lorraine Eden (Professor, Management)

Objective: To inspire Mays and doctoral business students from across the nation especially from MSIs to enhance their knowledge base and research focus in IB and enable them to become IB scholars and faculty for America's future competitiveness.

Significant Needs Addressed: Student IB and Cultural Competency (1), Globalize Business Faculty and Ph.D. Students (2), IB Education and Training to Advance U.S. Competitiveness (4), Internationalize Underserved Institutions (7)

Plan for Implementation: Each **Fall semester**, the CIBE will meet with the Mays Department Heads to select Ph.D. students to receive CIBE financial support for dissertation research focused on IB and doctoral IB educational development programs -- Internationalizing Doctoral Education in Business (IDEB) conference, domestic (A30) and overseas (A31) FDIB programs. In addition, each Fall semester, 2 Mays doctoral students will be selected to serve as assistants for the MBA Spring Break Study Program to Costa Rica (A2). Increasing the global competency of U.S. doctoral business students – the country's future professors – will have the greatest generational impacts on internationalizing U.S. business education/schools. The TAMU CIBE will be a part of a national 9-CIBE consortium and co-sponsor the Internationalizing Doctoral Education in Business (IDEB) program in collaboration with the Academy of International Business (AIB). The first IDEB program will be conducted in 2016 in conjunction with AIB annual conference of doctoral consortium and the second program will take place in 2018 when both are held in the U.S. The purposes of the 2-day professional development program for doctoral students in business and related fields are to assist in the globalization of business doctoral programs nationwide; to influence a new generation of doctoral students to approach their studies with an international perspective; and to support doctoral candidates with international dissertation topics by helping develop a network of peers with related academic interests. The biennial event will gather about 80 doctoral candidates from the nation's leading business schools and will focus on frontiers of IB research in functional as well as global issues, methodology, data collection, and teaching. IDEB seminars aim to equip young educators with essential knowledge of international business while also providing models for incorporating the international dimensions into their curriculum and research. The overall objective is to encourage future academics to integrate international, cross-cultural, and comparative perspectives into their professional agenda—both teaching and research. It is essential for young scholars to learn about successful strategies as a way of internationalizing and enriching their research and teaching careers as they help their students become a strong part of the globally competent the U.S. workforce. The intent of the organizers is to specifically target Minority Serving Institutions' participation by offering scholarships to facilitate inclusion. The TAMU CIBE Doctoral Research Fund will provide financial support for two Ph.D. students qualified each year to attend IDEB 2016 and 2018 programs and also help support the consortium's program administration expenses. Also, the TAMU CIBE will support up to two Ph.D. students each year to serve as assistants for the annual faculty-led MBA Spring Break Study Program in Costa Rica (A2). They will gain valuable hands-on international expertise to share in the classroom and insight into managing study abroad programs.

Education Activity 10: Summer Culture and Language Institute for Statewide and Regional MSIs

Leader: Dr. Julian Gaspar (Executive Director, Center for International Business Studies)

Objective: To provide undergraduate and graduate students from MSIs in the 11-state region intensive culture & foreign language training related to strategically important regions of global business and expand those student's IB career opportunities.

Significant Needs Addressed: Student IB and Cultural Competency (1), Education and Training to Advance U.S. Competitiveness (4), Student and Executive Foreign Language Skills and Knowledge (5), Internationalize Underserving Institutions (7)

Plan for Implementation Each **Summer** starting in 2015, the TAMU CIBE in cooperation with other colleges and units of TAMU and Mays overseas partner institutions will host a two-week on campus Boot Camp--an intensive program of IB, culture, geopolitics, topical regional issues and survival language training followed by a two month

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culture, language, or internship immersion program abroad with our partner institution for students that are members of SACS in the three crucial languages: (1) Arabic [Dr. Ayari] with immersion at the American University in Dubai; (2) Mandarin [Dr. Kluver] with immersion at the Ocean University in China; and (3) Spanish [Dr. Arispe] with immersion at the Universidad das Las Americas in Puebla, Mexico. Also, the TAMU CIBE will sponsor the following two, relatively short, month-long (Summer I session) culture, language, and social entrepreneurship immersion programs: (1) Spanish, Central America's Culture/History, and Social Entrepreneurship Boot Camp at TAMU's Soltis Center in Costa Rica; and (2) Beginner's Uzbek, Central Asia's Culture/History, and Entrepreneurship with Tashkent Finance Institute in Uzbekistan. Ten students will be selected to each program and attend a rigorous 8-hr/day curriculum of language and cultural immersion with native speakers. On weekends, students will visit historical sites and attend cultural events in those countries.

Education Activity 11: Foreign Language Training, Virtual Language Lab, and Immersion Programs

Leader: Dr. Kristopher Muir (Director, Undergraduate Special Projects)

Objective: To provide undergraduate and graduate students the opportunity to gain cultural and language competency in common foreign languages and less commonly taught languages (LCTL).

Significant Needs Addressed: Student IB and Cultural Competency (1), IB Education and Training to Advance U.S. Competitiveness (4), Student and Executive Foreign Language Skills and Knowledge (5)

Plan for Implementation: **Each Fall**, starting in 2015, Dr. Arizpe (Liberal Arts) will meet with the CIBE directors to select the language courses that will be taught during the fall, spring, and summer semesters to meet the needs of Mays Business students. In addition, Dr. Arizpe will make recommendations for new technology-based language programs that need to be purchased for the Virtual Language Lab. Starting in **Spring 2016**, undergraduate and graduate students will be able to participate in foreign language training in three formats: a) technology-based courses, b) teacher-led instruction, and c) in-country immersion. The Virtual Lab will provide intensive, self-directed technology-based training in conjunction with face-to-face native language speaker tutors. **Each Fall semester**, the CIBE will solicit native language tutors. Language training will be offered in 18 languages, including such strategically important languages as Farsi, Arabic, Mandarin, Hindi, Urdu, Russian, Portuguese, Spanish, and Korean, and others as requested. The small group classes and one-on-one language tutorials will be taught with the help of native speakers selected from TAMU's more than 4000 international students representing more than 120 countries. **Each Fall semester**, Dr. Arizpe and the CIBE will plan and coordinate the necessary logistics for students to attend overseas foreign language programs. In addition, the CIBE will work closely with the newly formed Institute for Arabic Language and Culture Studies and the American University in Dubai to provide Arabic language and culture immersion opportunities. **Each Fall semester**, students will be recruited to participate in language immersion programs: **Costa Rica - Spanish**, **LCTL Heritage Speakers Immersion Program**, **Dubai - Arabic**, and **Uzbekistan - Uzbek** or with one of the 40 CIBE overseas partner universities. **Each Spring semester**, CIBE directors will conduct workshops to prepare students to take full advantage of their immersion experience.

Education Activity 12: Student Organizations: IB, Culture, and Networking

Leader: Ms. Katy Lane (Program Coordinator, Center for International Business Studies)

Objective: To provide on campus students a low cost but effective international experience through networking with visiting IB professionals, foreign students, and faculty with IB and cross-cultural expertise.

Significant Needs Addressed: Student IB and Cultural Competency (1), Education and Training to Advance U.S. Competitiveness (4)

Plan for Implementation: **Each Fall semester**, the TAMU CIBE will coordinate speaker series and provide financial support for the student organizations such as the International Business Association (IBA) and the Global Business Brigades (GBB) at Mays. Also, during the annual International Week in spring, IBA and GBB will host a Global Student Forum consisting of country briefings, cultural events with over 4,000-strong TAMU's International Student Association from 120 countries and U.S. students who have studied or interned abroad. Additionally, the IBA and GBB will participate in Dialogues with Global Leaders—a dinner bringing together students and international

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business, industry, and government leaders. Each year, Dr. Gaspar will speak on globalization at the Mays Entrepreneurship Boot Camp for Disabled Veterans, and the Aggie Summer Institute and Business Careers Awareness Program for Texas high school seniors. Finally, IBA will host a 2-hour Global Business Panel of faculty and IB executives each semester to discuss current IB issues and necessary areas of study. IBA and GBB will also assist the TAMU Study Abroad Programs Office with the creation of a student panel to take place during Parents' Weekend to articulate, based on personal experience, the great career opportunities for participants of studying and interning abroad programs.

Education Activity 13: Mays IBnetwork for Students, Faculty and Executives

Leader: Dr. Kristopher Muir (Director, Undergraduate Special Projects)

Objective: To provide easy access to IB and cultural information, resources, and opportunities.

Significant Needs Addressed: Student IB and Cultural Competency (1), Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Education and Training to Advance U.S. Competitiveness (4), Student and Executive Foreign Language Skills and Knowledge (5), IB Training and Resources for Non-Business Faculty (6), Internationalize Under-served Institutions (7), Internationalize Business Professionals and Community (8)

Plan of Implementation: In **November 2014**, the TAMU CIBE will conduct focus groups with students, faculty and executives to determine the best communication tools to include in the Mays Business School IBnetwork. The goal of the IBnetwork is to provide students, faculty, and the business community with easy access to information on IB topics, international activities and opportunities; such as grants, scholarships, visiting speakers, study abroad programs and foreign language courses and training. A foundation of the IBNetwork will be the CIBE website (<http://cibs.tamu.edu>). In **Spring 2015**, based on feedback from the focus groups; the IBnetwork will be created and will incorporate different aspects of such social networking tools as Facebook, Twitter and LinkedIn. Through the IBnetwork students and faculty will be able to access the CIBE IB Video Library menu (digital and DVD). New videos will be added as requested by faculty. In **Fall 2015**, the IBcareer Blog will be created as part of the IBnetwork. The blog will be maintained by the CIBE and will provide students a forum to discuss topics on IB careers and graduate studies. In **Fall 2016**, the CIBE will invite executives, faculty, and other professionals to be featured on the blog to make expert commentary. Additional resources will be added to the IBnetwork as available. Each **Fall**, after the establishment of the IB network, suggestions for improving the IBnetwork will be solicited from the users of the network.

Education Activity 14: Mays Working Abroad Series

Leader: Ms. Lisa Burton (Program Coordinator, Mays Career Services)

Objective: To provide inter-cultural and international business etiquette training and resources to students seeking careers in international business.

Significant Needs Addressed: Student IB and Cultural Competency (1), Internationalize Business Curriculum (3), Education and Training to Advance U.S. Competitiveness (4)

Plan for Implementation: Each **Fall semester**, the TAMU CIBE and TAMU Career Services will create a slate of country-specific programs that will simulate the preparation needed for an employee to embark on a professional international assignment. Students will hear from a panel of international business executives, director for international internships, international students, TAMU faculty, and exchange partner school faculty to learn how to successfully conduct business abroad. Each semester the focus will be on a particular region of the world that would highlight the significant differences between countries within that region. The series will commence with Asia (spring 2015), followed by Africa (fall 2015), Latin America (spring 2016), the Middle East (fall 2016), Europe (spring 2017), and Australia-New Zealand-Canada (fall 2017). The session will be repeated after that.

ACTIVITIES THAT MEET THE RESEARCH OBJECTIVE

NOTE: In all of the following research studies, dissemination of research results will be accomplished by publication of journal articles, monographs (paper and electronic), and presentations at professional meetings and forums.

Research Activity 15: Impact of American Credit Crisis on U.S. Competitiveness -Key Issues

Research Activity 15a: The Global Economic Crisis and Its Impact on U.S. Firms

Lead Researcher: Dr. Michael Hitt (Management)

Objective: To assess the impact of the current economic and financial crisis on the competitiveness of American business.

Significant Need Addressed: Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

Plan for Implementation: This research, to be initiated in 2015 and expected to extend into 2017, will be conducted by an inter-departmental team of Mays faculty led by Dr. Michael Hitt, one of the nation's foremost authorities on international competitiveness. The study will focus on the medium to long term effects of the financial crisis on corporate America's competitiveness. The research will primarily have a micro focus – examining how the global strategies of U.S. multinational enterprises will adapt to the post-crisis era, e.g., will more companies take GE's "reset" approach and focus more on basic "core competencies" or keep pushing into more innovative but risky business ventures? The research will also study the macro impact on the U.S. economy as companies try to become more cost effective by such actions as moving some of their R&D operations overseas. Also, the impact on American productivity, innovation, and living standards will be analyzed as firms alter their priorities and strategies.

Research Activity 15b: The Financial Crisis, Frank-Dodd Bill, and U.S. Banks' Global Competitiveness

Lead Researchers: Drs. James Kolari, Dr. Huafeng Chen (Finance)

Objective: To conduct in-depth studies on: the causes of the global credit crisis; the subsequent introduction of new domestic and international financial sector regulations; and their impact on U.S. bank behavior/structure and global competitiveness.

Significant Need Addressed: Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

Plan for Implementation: This very timely and important financial sector research project will be conducted by Mays' leading banking and capital market professors during 2015-2017. Key issues that will be addressed include: examining the root causes (including excessive leveraging triggered by low interest rates of past, poor mortgage lending practices, flawed credit ratings, deviant corporate compensation packages, etc.) of the crisis; analyzing recommendations of the Frank-Dodd Bill and new capital requirements set by the Bank of International Settlements in Basle, Switzerland; and, evaluating their impact on U.S. Money-Center Bank operating strategies and their global competitiveness. The study will also evaluate all the possible causes of the crisis and more, and will do so in the context of a global model rather than focusing on the American economy and financial system alone. Further, the nature of the global financial system's distress and its impact on economic growth and employment will be assessed in order to develop appropriate financial system policy reform that will serve to prevent future banking crises.

Research Activity 16: The Role of International Entrepreneurship and New Venture Creation in American Competitiveness

Lead Researchers: Drs. Michael Hitt, Duane Ireland, and Richard Lester (Management)

Objective: To identify key variables in the nature and degree of global entrepreneurship and new venture creation and assess their impact on U.S. business competitiveness.

Significant Need Addressed: Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

Plan for Implementation: In 2014-2018, these three Mays faculty will engage in cutting edge research on global entrepreneurship, including such topics as international entrepreneurship and geographic location, characteristics and behaviors of entrepreneurs across cultural and national boundaries, how entrepreneurship is developed and nurtured in different environments, effects of entrepreneur social networks and how informal entrepreneurial activities transition to the formal economy.

Research Activity 17: The Rise of Emerging Economies, Globalization of Innovation, and US Competitiveness

Lead Researchers: Dr. Venky Shankar (Marketing) and Ms. Nicole Hanson (Doctoral Student of Marketing)

Objective: To determine how the rapid growth of emerging economies over the past two decades has led to increased R&D expenditures and rising new product development in those countries, and how that impacts U.S. MNE performance.

Significant Need Addressed: Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

Plan for Implementation: In 2014-2017, Dr. Shankar and Ms. Hanson will research and determine whether fundamental structural issues in emerging markets such as the pool of cost-effective educated labor force, world-class managers, less-leveraged companies, high national savings rates, and sizable fast-growing middle class, etc., are critical factors contributing to the competitiveness of emerging market multinationals through innovation. The rapid growth of a group of emerging economies, e.g., BRIC, i.e., Brazil, Russia, India, and China has led these four countries to be ranked within the Top 10 largest economies of the world based on purchasing power parity. They are expected to grow and move up further in that ranking by 2020. This is leading to increased corporate R&D expenditures and innovation in the form of New Product Development (NPD) in those countries to especially meet local consumer needs as well as for exports. Some 17% of global innovation presently come from emerging economies and that figure is expected to rise over time. For example, companies like GE are looking at emerging economies as a source of innovation. To maintain (or increase) their market share and shareholder wealth, U.S. multinational firms are seriously contemplating their next steps. Dr. Shankar and Ms. Hanson will examine how multinational firms should undertake New Product Development in emerging economies. Through a local firm in emerging market? Collaborate with an emerging market firm already involved in NPD? Acquire an emerging market firm's product development team? And, what will be the impact of a particular strategy on multinational firm value (or shareholder wealth) as well as firm risk? TAMU CIBE will partially support this exciting research that is anticipated to be published in a respected Marketing journal and presented at conferences for wide dissemination.

Research Activity 18: Advances in International Management 2015 Volume: Emerging Economies and Multinational Enterprises

Leader: Dr. Laszlo Tihanyi (Management)

Objective: To provide a forum for thought-provoking empirical research, theoretical ideas, discussion, and reviews on the opportunities and challenges of multinational enterprises that consider emerging economies as their destinations or their homes.

Significant Need Addressed: Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Education and Training to Advance U.S. Competitiveness (4) IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

Plan for Implementation: As the lead editor of this volume of the prestigious journal to be published in **July 2015**, Dr. Tihanyi will lead a an editorial team (in **Fall 2014** in Boston) of international scholars from Northeastern University, University of Leeds, and Bocconi University and focus on the following four goals: (1) to provide an overview of successful strategies that foreign multinationals have adopted in emerging economies, (2) to examine the rise of home-grown multinational enterprises in emerging economies and the challenges they face when they enter developed markets, (3) to study the co-evolution of and dynamic interaction between emerging markets and both types of multinationals: foreign and home-grown, and (4) to publish a collection of papers with original ideas and theoretical advances that will provide the foundation for future doctoral dissertations and other research projects on emerging economies during the 2015-2018 period and beyond.

Research Activity 19: Impact of U.S. Immigration Reforms on national Security and U.S. Competitiveness

Lead Researchers: Drs. Leonard Bierman and Ramona Paetzold (Management)

Objective: To examine the issues of immigration, both legal and illegal, to the U.S. from a broad security perspective that includes both economic (business competitiveness) and geopolitical security.

Significant Need Addressed: Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

Plan for Implementation: In 2014-2018, Drs. Bierman and Paetzold, attorneys, will examine and assess economic and policy issues related to the impact of potential U.S. immigration reform on the U.S. labor market and various economic, social, agricultural, education, and health issues and their potential impact on U.S. competitiveness. Immigration obviously poses a potential threat to the U.S. security, since terrorists can pose as political refugees, students seeking an American education, or employ a family connection to gain entry to the U.S. But too stringent immigration restrictions can choke off continuing flows of productive new citizens

Research Activity 20: Environmental/Green Social Responsibility and MNE Competitiveness

Lead Researchers: Drs. Lorraine Eden (Management) and Clair Nixon (Accounting)

Objective: To investigate the optimal degree to which U.S. businesses can practice economic, social, and environmental “good corporate citizenship” in foreign countries and maintain a competitive advantage.

Significant Needs Addressed: Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

Plan for Implementation: In 2015-2018, Dr. Lorraine Eden (Professor of Management and past editor-in-chief of JIBS) and Dr. Clair Nixon (Accounting) will work with the Bush School’s Institute for Science, Technology, and Public Policy to assess the ethical and green policies, practices, and performance of 75 large MNCs in regard to issues such as procurement practices, host country corruption, environmental standards, labor laws, and transparent governance practices, and the potential impact if “green” policies become widespread among merchandising firms. Dr. Eden has a strong record of scholarship in the area of corporate social responsibility and Dr. Nixon has done extensive applied research on sustainability issues.

Research Activity 21: Country Institutional Environments and their Impact on Corporate Strategies

Lead Researcher: Dr. Michael Hitt (Management)

Objective: In two parallel studies; compare institutional environments of different firms and of different countries and their impact on management decisions.

Significant Need Addressed: Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

Plan for Implementation: Using data collected (by Dr. Hitt) from managers of more than 800 firms in China, the U.S., and Europe in 2010-2013, Dr. Hitt will study how country institutional environments affect corporate resource allocation and management (by developing resource portfolios, bundling resources to create capabilities, and leveraging the capabilities created). In a parallel study, a recently compiled data set for 50 countries will be evaluated in 2015-2017 to measure how country institutional environments (such as regulatory, political, economic, and physical infrastructure) affect corporate performance.

Research Activity 22: International Dimensions of Corporate Governance and Executive Compensation Policies

Lead Researchers: Drs. Wendy Boswell and Ricky Griffin (Management)

Objective: To assess the macroeconomic effect of corporate governance and executive compensation on world business.

Significant Need Addressed: Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

Plan for Implementation: During 2014-2018, this research team will explore, beyond the extensive research they have already conducted, new facets of corporate governance and executive compensation policies. The “great crash of 2008” has raised many unanswered questions about issues of corporate governance and executive compensation, that Drs. Ricky Griffin (selected by the Academy of Management as one of the top six scholars in the area of corporate governance and executive compensation), and Boswell hope to answer. These answers will be used to develop recommendations that could potentially become guiding policies. The Mays Center for Human Resource Management will join with the CIBE in supporting this research and in organizing and hosting a 2017 symposium on the topic. Planning for the symposium will start in *Spring 2016*.

Research Activity 23: Optimizing Global Supply Chain to Minimize Trade Diversion in the Western Hemisphere

Lead Researcher: Dr. Xen Koufteros (Information & Operations Management)

Objective: To develop a border crossing model to optimize border crossing cost.

Significant Need Addressed: Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

Plan for Implementation: With wages in China rising along with the relatively high transportation cost of moving merchandise to the U.S. across the Pacific, trade between the U.S. and Mexico could accelerate. Currently, over four million container trucks cross the Mexican-U.S. border every year. The need to balance inspection and other costs along the supply chain from Mexico on the one hand and security on the other is becoming a barrier to accelerated trade between the two countries. Dr. Koufteros will conduct a study to develop a border crossing modeling tool to analyze and optimize border crossing cost vis-à-vis security with a goal of reducing cost and increasing volume of goods imported from Mexico to the American consumer. During 2015-2018, this study will evaluate the southern border, where there are more than 3 million container trucks crossings every year. Dr. Koufteros (Mays Department of Information and Operations Management) with partner researchers (Dr. Roberto Solano, Universidad de Las Americas) will assess some of these approaches and some of their designs in terms of cost optimization and security needs to develop a border crossing model.

Research Activity 24: Effectiveness of offering IB Certification Utilizing Massive Open Online Courses (MOOCs).

Team Leader: Dr. Madhav Pappu (Information & Operations Management)

Objective: To identify the challenges and determine the solution and practicality of internationalizing business education through MOOCs.

Significant Need Addressed: Student IB and Cultural Competency (1), Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Education and Training to Advance U.S. Competitiveness (4), Internationalize Under-Served Institutions (7), IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

Plan for Implementation: Massive Open On-line Courses (MOOCs) are beginning to transform both campus and distance education especially in the United States. It is conceivable that offering IB courses and related certificate programs through MOOCs could democratize IB education since a lot of students could be reached simultaneously. MOOCs could help both traditional as well as non-traditional (part-time) students. If MOOCs is found to be practical and effective TAMU CIBE would consider offering some of their IB certification courses to MSIs in SACS member business school in the 11 southern states. At this exploratory state, TAMU CIBE in collaboration with some major partner universities in SACS will conduct a survey during 2015 to determine the group's faculty and administration's perceptions of using MOOCs in IB learning, potential rates of adoption, cultural understanding and best practices for implementation. Some of the major questions that will be posed in the survey before next steps could be taken will include: (1) Technology platform to be used: Outside vendors like Coursera or develop an in-house platform? (2) Instructor compensation: Who pays the professor and how much? Based on enrollment? (3) Ownership: Who owns the copyright for these programs? (4) Cost: Who bears the production and maintenance cost? (5) Time: How labor-intensive is MOOCs development and maintenance? (6) Brand Dilution: Will MOOCs be considered an inferior product – without undermining their reputations for rigor and quality? And, (7) Content: Will enabling high-level content to be made available on demand and free of cost, be disruptive to higher education? The survey will be completed in 2015, and the results analyzed in 2016 and recommendations will be discussed in 2017 and implementation will commence in 2018.

Research Activity 25: Support for Faculty and Doctoral Student IB and Foreign Language Research

Leader: Dr. Julian Gaspar (Director, Center for International Business Studies)

Significant Needs Addressed: Globalize Business Faculty and Ph.D. Students (2), IB Training & Resources for Non-Business Faculty (6), IB Research to Advance U.S. Competitiveness and Global Business Strategies (9), Research on IB Education and Language Studies (10)

Plan of Implementation: In 2014-2018, support will be provided for doctoral dissertation and faculty research in IB, language studies and other appropriate research to help create new knowledge and to yield an enduring "internationalization" influence on the research and teaching interests of current and future business school faculty members. Each *Fall*, the CIBE will solicit proposals from doctoral students who are planning an international business dissertation. In consultation with Mays Ph.D. advisors, the CIBE will make 6 doctoral awards, including travel support and data acquisition expenses. CIBE grants will supplement support provided by the student's home department, thereby allowing the CIBE to jointly support a large number of worthy IB dissertations. Also, the CIBE will provide funding for up to 10 faculty each year for travel necessary to conduct/present IB research and also to acquire specialized international data bases and reference materials for IB research.

Research Activity 26: Analyzing Perceived Barriers to Studying Abroad and Language Learning

Lead Researcher: Dr. Theresa Murphrey (Agriculture Education) and Ms. Katy Lane

Objective: To determine the motivational factors that influence business and minority students (as a subset) to study abroad or study a foreign language.

Significant Needs Addressed: Student IB and Cultural Competency (1), Internationalize Business Curriculum (3), Student and Executive Foreign Language Skills and Knowledge (5), Research on IB Education and Language Studies (10)

Plan of Implementation: In 2014-15, a survey will be developed and administered (in *Fall 2015*) by Dr. Murphrey to business students at Texas and SACS (4 year and community colleges using MSIs as a subset) to determine the motivational factors for studying abroad and/or learning traditional and Less Commonly Taught Languages. In

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addition, data will be collected to analyze minority students as a subset of the population. These results will be used to develop new strategies for increasing the number of business and minority students gaining international business and foreign language competency.

ACTIVITIES THAT MEET THE OUTREACH OBJECTIVE

Outreach Activity 27: Internationalization of Minority-Serving Institutions (MSI) and Community Colleges

Leader: Dr. Julian Gaspar (Executive Director, Center for International Business Studies)

Objective: To assist with the globalization of faculty and business programs at educational institutions, both regionally and nationally, to enhance emphasis on IB to national level.

Significant Needs Addressed: Student IB and Cultural Competency (1), Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Education and Training to Advance U.S. Competitiveness (4), Internationalize Under-served Institutions (7)

Plan for Implementation: The TAMU CIBE has a long history of assisting Minority-Serving Institutions (MSI) and Community Colleges with their internationalization efforts and this commitment will continue in 2014-2018.

Proposed for the 2014-18 grant cycle, TAMU CIBE, in collaboration with the acclaimed Globalizing Minority-Serving Institutions Program (previously referred as 'Globalizing HBCU Business Schools Program') lead by Georgia State University CIBE, will provide one-on-one mentoring services to participating HBCU schools. Mentees in the MSI program will receive training with our faculty, international business curricula materials, and teaching methods to help their faculty incorporate international content into existing business courses and/or develop new courses. We will also co-sponsor the annual faculty development workshop, Globalizing Business Faculty Workshops (previously hosted by University of Memphis, now to be held in Atlanta, GA.). This annual faculty development in IB program typically caters to 60-75 faculty from MSIs, and is offered in major functional courses (Accounting, Finance, Marketing, Management, Supply Chain Management, and Introduction to International Business). Also, in 2015 the CIBE will support and collaborate with Prairie View A&M University (a HBCU), to identify and develop a regional initiative Enhancing Global Competence of Faculty and Students in Minority Serving Institutions, to assist business schools at MSI-- Historically Black Colleges and Universities (HBCU) and Hispanic-Serving Institutions (HSI) – to internationalize their faculty and business programs, pursue external funding and support their attendance at FDIB programs (A30, A31). In 2016, the TAMU CIBE and Hispanic Association of Colleges and Universities (HACU) will host an Internationalizing Hispanic-Serving Institutions Roundtable in San Antonio, Texas to explore how CIBEs can work more closely with MSIs to increase global competency. The TAMU and UT CIBEs will also start the Texas Community College Global Initiative to assist MSI faculty with the internationalization of their curriculum. As co-sponsor of a 2014-2018 national initiative, Enhancing Global Competence of Faculty and Students in Minority Serving Institutions (MSI), the CIBE will work with Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSI) business schools to internationalize their faculty and programs and to pursue BIE grant funding. Each year of the 2014-2018 grant, Dr. Gaspar will meet with the Dean and faculty of newly assigned HBCU and HSI institutions to plan an internationalization strategy for their institution. TAMU CIBE will also provide first-hand cultural and learning experiences to MSI faculty and students through study abroad programs

Outreach Activity 28: Domestic - Faculty/Ph.D. Student FDIB and Language Programs

Leader: Dr. Kristopher Muir (Director, Undergraduate Special Projects)

Objective: To provide U.S. faculty and doctoral students with opportunities to gain IB and cultural knowledge that they can incorporate into their teaching and research.

Significant Needs Addressed: Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Education and Training to Advance U.S. Competitiveness (4), IB Training and Resources for Non-Business Faculty (6), Internationalize Under-served Institutions (7); IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

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Plan for Implementation: In 2016 and 2018, the TAMU CIBE will collaborate with Prairie View A&M University, the University of Texas and Texas A&M International in Laredo will conduct a week-long Washington, D.C. FDIB for minority-serving institution (MSI) faculty that will include visits to agencies involved in international trade and development (EXIM, USDOC, USDA, World Bank, etc.), and emerging market embassies of BRICS (Brazil, Russia, India, China and South Africa) and MIST (Mexico, Indonesia, South Korea, and Turkey) for briefings on economic reforms and business outlook as well as opportunities for collaboration with institutions in those countries. During the 2014-2018 grant cycle the TAMU CIBE will co-sponsor with other CIBEs foreign language for business program annually-- CIBE Business Language Conference and K-12 and Community College Language for Business Conference. As a member of Hispanic Association of Colleges and Universities (HACU), the TAMU CIBE will sponsor an Internationalizing Business Education Symposia in 2016 and 2018 at Hispanic-Serving TAMU and UT campuses, for over 100 regional college faculty, Ph.D. students, and administrators located at colleges in SACS 11-state southern region. In addition, the following half-day programs are planned for 2014-2018: Future of US-Latin American Trade (U. Incarnate Word.); Grant Opportunities: DOE and Fulbright (Austin CC); Using Technology-based Resources to Enhance IB Courses (Midwestern U.) and Infusing NASBITE CGBP Competencies into IB Courses (Richland CC).

Outreach Activity 29: Overseas – Faculty Development in International Business (FDIB) Programs

Leader: Dr. Julian Gaspar (Director, Center for International Business Studies)

Objective: To educate U.S. faculty especially those from MSIs about foreign business, cultural, economic, and political environments.

Significant Needs Addressed: Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Education and Training to Advance U.S. Competitiveness (4), IB Training and Resources for Non-Business Faculty (6), Internationalize Under-served Institutions (7); IB Research to Advance U.S. Competitiveness and Global Business Strategies (9)

Plan for Implementation: FDIB programs are designed to enhance the knowledge and skills of professors and doctoral students so that they will be better prepared to teach and conduct research in the IB area. In 2014-2018, Dr. Gaspar will serve on steering committees for each of the four FDIB programs that the TAMU CIBE co-sponsors (Africa [2015,16,17,18], East Asia [2015,16,17,18], Mercosur [2015,16,17,18], and the Middle East [2016,17,18]). The steering committees will plan, organize and manage the FDIB trips. Each program will include visits to foreign research universities, local and U.S. businesses, government policy-making agencies, and U.S. embassies and Chambers of Commerce. The **Fall semester** of each year will be devoted to marketing the programs – website information, emailings, brochure development, and preparation of mailings to AACSB member schools, AIB members, CIBE schools, and regional four-year colleges. In addition, brochures will be distributed at the NASBITE spring meeting, AIB meeting in the summer and other regional IB meetings. Program details will also be displayed on the CIBWeb and TAMU CIBE website. Each year, The CIBE will award scholarships to support participation in these programs by MSI regional faculty. The application deadline will be mid-February the following year. Participants will be selected by March 1. Each year, the CIBE and Mays Center for Executive Development will solicit faculty to conduct fee-based overseas training for U.S. businesses in Brazil, Egypt, Malaysia, Mexico, UAE, Russia, and UK. In the Spring semester, cultural training and orientation will be conducted by CIBE directors for the faculty selected.

Outreach Activity 30: IB Seminars and Workshops for U.S. Executives

Leader: Dr. Ben Welch (Director, Halliburton Executive Development)

Objective: To provide U.S. business professionals, and faculty with the skills and knowledge needed for today's globally competitive business environment.

Significant Needs Addressed: Student IB and Cultural Competency (1), Globalize Business Faculty and Ph.D. Students (2), Internationalize Business Curriculum (3), IB Education and Training to Advance U.S. Competitiveness (4), Student and Executive Foreign Language Skills and Knowledge (5), IB Training and Resources for Non-

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Business Faculty (6), Internationalize Under-served Institutions (7), Internationalize Business Professionals and Community (8), IB Research to Advance U.S. Competitiveness and Global Business Strategies (9), Research on IB Education and Language Studies (10)

Plan for Implementation: Each year during the 2014-2018 period, the TAMU CIBE will work with the Center for Executive Development to provide American executives IB and cultural education, locally and internationally through seminars, workshops, and conferences. Every **Fall**, the CIBE will consult with the Center for Executive Development to identify corporate IB training needs of MNEs in Texas and chart a training plan of action for that year. Mays faculty will have the opportunity (and gain expertise) to teach these executives abroad through Mays Center for Executive Development programs to be conducted in house and abroad (Brazil, Egypt, Ireland, Malaysia, Mexico, Nigeria, UAE, Russia, and United Kingdom). Executives from a diverse set of industries ranging from Energy, Manufacturing, Technology, and Retailing will participate in those programs. Those win-win program will enhance the internationalization of executives as well as the faculty and also lead to American business competitiveness. In addition, the TAMU CIBE will internationalize Mays Entrepreneurship Bootcamp for Veterans Residency Program that offers training in entrepreneurship and small business management to veterans disabled as a result of their service supporting operations Enduring Freedom and Iraqi Freedom. Given their overseas cultural exposure, this group of entrepreneurs will form a solid cadre capable of incubating small and medium-size international businesses. The TAMU CIBE will collaborate with Mays Center for Entrepreneurship and New Ventures to identify and develop an IB program support that will enable some members to enter international business by leveraging their overseas experience.

Outreach Activity 31: Global Market Series: Export Certification Program

Leaders: Mr. Ron Chandler (Director, Center for Executive development)

Objective: To prepare new-to-export U.S. business firms to export.

Significant Needs Addressed: Student IB and Cultural Competency (1), Globalize Business Faculty and Ph.D. Students (2), IB Education and Training to Advance U.S. Competitiveness (4), Internationalize Business Professionals and Community (8)

Plan for Implementation: The TAMU CIBE and Dallas International Small Business Development Center (SBDC) will sponsor the Global Market Series: Export Certification Program. Each Fall, Mr. Chandler and Lorraine McCord (Director, Dallas International SBDC) will meet to review the program and to select speakers for the upcoming programs. Coordination of the speakers and the program materials will be managed the Dallas International SBDC. The series of nine seminars will be taught by a team of 25 international business experts and professionals in Dallas at the INFOMART. The series will be offered twice a year on nine consecutive Thursday mornings (8:00-12:00) or afternoons (1:00-5:00). A U.S. Dept. of Commerce Export Certificate will be granted to participants that attend the required six sessions. The Certificate program will be advertised to regional executives with a flyer announcing each program, newspaper articles and through e-mail announcements with the IBnetwork tools. The Global Market Series serves as a prep course for executives and students preparing to take the NASBITE CGBP™ exam. The Global Market Series will include the following sessions: 1) Keys to Market Research, 2) Market Entry & Pricing Strategies, 3) Pricing & Marketing Strategies for Service Exporters, 4) Legal Aspects of International Trade, 5) Documentation and Transportation, 6) International Regulatory Environment, 7) International Methods of Payment, 8) Trade Finance, and 9) Managing Cultural Differences for a Competitive Advantage. The Global Market Series is also open for students and faculty from Dallas Community College to take the certification classes.

Outreach Activity 32: Foreign Language and Culture Training and Immersion Outreach

Leader: Dr. Kristopher Muir (Director, Undergraduate Special Projects)

Objective: To increase the foreign language communication competence of students, faculty, and the business community.

Significant Needs Addressed: IB Education and Training to Advance U.S. Competitiveness (4), Student and Executive Foreign Language Skills and Knowledge (5), IB Training and Resources for Non-Business Faculty (6), Internationalize Under-served Institutions (7), Internationalize Business Professionals and Community (8)

Plan for Implementation: **Each Spring**, starting in 2015, Ms. Lane will meet with Dr. Ayari (Arabic Studies) to select the language non-credit (continuing education) courses that will be taught during the fall, spring, and summer semesters to meet the needs of students, faculty and executives. In addition, Dr. Ayari will make recommendations for new technology-based language programs that need to be purchased for the Virtual Language Lab. Starting in **Fall 2015**, students, faculty, and executives will be able to participate in non-credit foreign language training in 3 formats: a) technology-based courses, b) teacher-led instruction, and c) in-country immersion. The Virtual Lab will provide intensive, self-directed technology-based training in conjunction with face-to-face native language speaker tutors. **Each Fall semester**, the CIBE will solicit native language tutors. Non-credit language training will be offered in such strategically important languages as Arabic, Portuguese, Spanish, and Chinese. The small group classes and one-on-one language tutorials will be taught with the help of native speakers selected from TAMU's 4000 international students representing more than 120 countries. **Each year**, those participating in the "non-credit" language classes will be encouraged to continue their language learning with an overseas immersion program at the TAMU Mexico City or Costa Rica Centers, Qatar campus, or one of the TAMU CIBE's 40 overseas partner schools. **Each semester**, the CIBE will promote the availability of this language training resource to students, faculty, and the business community through the CIBE IBnetwork, college and local newspaper ads, and presentations to community groups.

Outreach Activity 33: K-12 Global Resources and Training for Teachers and Students

Leader: Dr. Larry Wolken (Clinical Professor, Finance)

Objective: To provide international education training, information, and resources to primary and secondary schools.

Significant Needs Addressed: Student IB and Cultural Competency (1), Internationalize Business Curriculum (3), IB Training and Resources for Non-Business Faculty (6)

Plan for Implementation: EU Scholarship Program: **Each spring**, the CIBE will solicit applications and two Mays undergraduate students, studying abroad as exchange students in Europe, will receive scholarships to develop EU-focused educational resources for K-12 teachers and students. Scholastic Assistance for Global Education (SAGE): The SAGE program, directed by Dr. Larry Wolken, provides K-12 teachers and students with interactive computer-based training materials focused on international commerce and culture. **Each Spring semester**, Dr. Wolken will evaluate the SAGE website to determine what educational resources should be updated and added for the following school year. **During 2014-2018**, Dr. Wolken and the CIBE staff will develop and distribute (via WebCasts, Podcasts) cultural, commercial, political, and economic class modules focused on selected countries of the world, with a special emphasis on developing 3-minute podcasts on the BRIC countries. **Each Fall** a series of workshops on how to better use the SAGE web site will be delivered to K-12 schools in Texas and across the nation using the TTVN video conference system and Centra™ desktop conferencing. **Each year**, Dr. Wolken will conduct a workshop, in College Station, on International Economics for Social Studies teachers across Texas. Young World Scholars: The TAMU CIBE and Bush International Center will sponsor the Young World Scholars program, a geography and cultural awareness program for K-12 students and teachers. **Each September**, Dr. Wolken will meet with the Bush Center to finalize plans for that year's *Scholars*. Each year students from classrooms across Texas will be invited to visit the International Center at the George Bush Library Complex to become *Young World Scholars*. Participating students and teachers will complete a series of activities designed to give them an understanding of global interconnections and to develop their skills and interest in geography, citizenship, history and international issues.

TAMU CIBE PROGRAM: Timeline, Milestones, and Principle Outcomes

EDUCATIONAL ACTIVITIES	2014	2015	2016	2017	2018	Principal Outcomes
1. Regents Scholars Global Certificate of Achievement (Musoma)		---	---	---	---	50 students enroll/yr 40 certificates/yr
2. Overseas Immersion: IB in Emerging Economies (Gaspar)		---	---	---	---	500 in study abroad programs/yr
3. IB Curriculum: New course, Innovative Tracks, and IB Content Infusion (Pustay)		---	---	---	---	40 students in IB tracks/yr 80 IB Certificates issued Students passing NASBITE (20/yr)
4. Interdisciplinary Globalization Programs for Non-Business Majors (Loudner)		---	---	---	---	600 students served/yr 3 new courses created/infused ea/yr
5. Empowering the Region's Hispanic and Spanish-Speaking Student Population (Arreola-Risa)		---	---	---	---	50 Latin America LC students/yr 20 Latin America activities/yr
6. IB Internship Empowerment (Lane)		---	---	---	---	200 students served/yr 20 interns overseas/yr
7. Mays Global Ambassadors (Lane)		---	---	---	---	120 program participants/yr 2 student Ambassador/yr
8. Graduate Dual Degree Programs in Germany and Spain (McAnally)		---	---	---	---	60 students served/yr 4 enroll in dual degree programs/yr
9. Internationalization of Doctoral business Students (Eden)		---	---	---	---	80 doctoral students enroll/yr 14 doctoral financial awards/yr
10. Summer Culture and Language Institute for Statewide and Regional MSIs (Gaspar)		---	---	---	---	300 students participating in Institutes/yr
11. Foreign Language Training, Virtual Language Lab, and Immersion Programs (Muir)		---	---	---	---	200 students served/yr 40 participate in immersion/yr 20 language courses offered/yr 40 students passing language credentials/yr
12. Student Organizations: IB, Culture, and Networking (Lane)		---	---	---	---	100 members enrolled in IBA/yr 500 students enroll in IBNetwork/yr 60 certificates/yr
13. Mays IBnetwork for Students, Faculty and Executives (Muir)		---	---	---	---	50 students participating in each session/yr 4 Working Abroad sessions/yr
14. Mays Working Abroad Series (Burton)		---	---	---	---	



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TAMU CIBE PROGRAM: Timeline, Milestones, and Principle Outcomes

RESEARCH ACTIVITIES	2014	2015	2016	2017	2018	Principal Outcomes
15. Impact of American Credit Crisis on U.S. Competitiveness - Key Issues						
15a. The Global Economic Crisis and Its Impact on U.S. Firms (Hitt)		---	---	---	---	5 papers and conf. presentation/ yr; 120 presentation attendees/yr
15b. The Financial Crisis, Frank-Dodd Bill, and U.S. Bank's Global Competitiveness (Kolari/Chen)		---	---	---	---	5 papers and conf. presentations /yr; 200 presentation attendees/yr
16. The Role of Int'l Entrepreneurship and New Venture Creation on American Global Competitiveness (Hitt/Ireland/Lester)		---	---	---	---	10 papers and conf. presentation/yr 125 presentation attendees/yr
17. The Rise of Emerging Economies, Globalization of Innovation, and U.S. Competitiveness (Shankar)		---	---	---	---	10 papers and conf. presentations/ yr; 150 presentation attendees/yr
18. Advances in International Management 2015 Volume: Emerging Economies and MNEs (Tihanyi)		---	---	---	---	15 papers and conf. presentation/yr 120 presentation attendees/yr
19. Impact of US Immigration Reform on National Security and US Competitiveness (Bierman/Paetzold)		---	---	---	---	10 papers and conf. presentation/yr 110 presentation attendees/yr
20. Environmental/Green Social Responsibility and MNE Competitiveness (Eden/Nixon)		---	---	---	---	10 papers and conf. presentations/ yr; 150 presentation attendees/yr
21. Country Institutional Environments and their Impact on Corporate Strategies (Hitt)		---	---	---	---	10 papers and conf. presentation/yr 90 presentation attendees/yr
22. International Dimensions of Corporate Governance and Executive Compensation Policies (Griffin/Boswell)		---	---	---	---	5 papers and conf. presentations/yr 90 presentation attendees/yr
23. Optimizing Global Supply Chain to Minimize Trade Diversion in the Western Hemisphere (Koufterous)		---	---	---	---	10 papers and conf. presentation/yr 90 presentation attendees/yr
24. Effectiveness of Offering IB Certification Utilizing Massive Open Online Courses (MOOCs) (Pappu)		---	---	---	---	7 research and policy papers for discussion
25. Support for Faculty and Doctoral Student IB and Foreign Language Research (Gaspar)		---	---	---	---	10 IB research projects funded/yr 10 IB research externally funded/yr
26. Analyzing Perceived Barriers to Studying Abroad and Language Learning (Murphrey/Lane)		---	---	---	---	5 papers and conf. presentation/yr 200 presentation attendees/yr

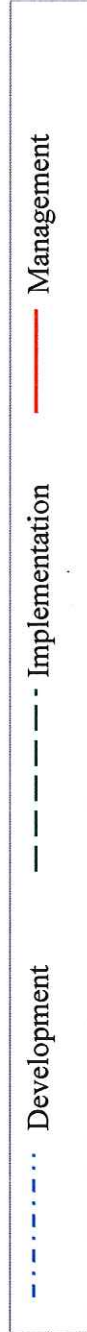


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TAMU CIBE PROGRAM: Timeline, Milestones, and Principle Outcomes

OUTREACH ACTIVITIES	2014	2015	2016	2017	2018	Principal Outcomes
27. Internationalization of Minority-Serving Institutions (MSI) and Community Colleges (Gaspar)	---	---	---	---	---	60 MSI faculty served/yr 10 Minority-serving schools assisted/yr
28. Domestic - Faculty/PhD Student FDIB and Language Programs (Muir)	---	---	---	---	---	200 attend FDIB programs/yr 100 minority faculty served/yr
29. Overseas - Faculty Development in International Business (FDIB) Programs (Gaspar)	---	---	---	---	---	100 attend FDIB programs/yr 20 minority faculty/yr
30. IB Seminars and Workshops for US Executives (Welch)	---	---	---	---	---	12 seminars/conferences/yr 200 people served/yr
31. Global Market Series: Export Certification Program (Chandler)	---	---	---	---	---	150 executives served/yr 50 NASBITE CGBP certifications/yr
32. Foreign Language/Culture Training and Immersion (Muir)	---	---	---	---	---	27 language courses offered/yr 250 people served/yr
33. K-12 Global Resources and Training for Teachers and Students (Wolken)	---	---	---	---	---	2,000 web site visits/yr 150 K-12 teachers trained/yr



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TAMU CIBE PROGRAM: RESUMES

NAME/TITLE: *Victor Arizpe*, Professor of Spanish, Hispanic Studies

EDUCATION: Ph.D. in Romance Languages: Spanish Golden Age Literature, University of Michigan; M.A. in Spanish, University of Michigan; B.A. in Spanish, University of Texas at Pan American University (Formerly Pan American University)

PROFESSIONAL EXPERIENCE: Dr. Victor Arizpe is a Professor of Spanish who recently led the Spanish breakout session at the “CIBE Symposium: Teaching Language for Business: Tools, Resources and Methodologies for the Classroom” at Texas A&M University (2014). He served as Founding Head for the Department of Hispanic Studies (2004-2008), Interim Head for the Department of Modern and Classical Languages (1990-1992) and was Director of the B.A. in International Studies at Texas A&M University from 1993-2000. Dr. Arizpe is a Ford Foundation fellow having received both the Pre-and Post-doctoral fellowships. He has published several books and articles on Spanish Golden Age Literature and Drama and numerous articles. Some of Dr. Arizpe’s most recent conference topics include, "The U.S. Hispanic Work Force and the teaching of Spanish and Culture", "Internationalizing Education for the 21st century" and "The Role of the Foreign Language Department in Internationalizing the Curriculum."

NAME/TITLE: *Antonio Arreola-Risa*, Associate Professor for the Department of Information & Operations Management at Mays Business School at Texas A&M University

EDUCATION: Ph.D. in Production and Operations Management, Stanford University; M.S. in Production and Operations Management, Stanford University; M.S. in Industrial Engineering, Georgia Institute of Technology; B.S., Monterrey Institute of Technology (ITESM), Mexico

PROFESSIONAL EXPERIENCE: Antonio (Tony) Arreola-Risa is an Associate Professor in the Department of Information & Operations Management. Prior to joining Mays Business School, Dr. Arreola-Risa worked as a production and inventory control analyst at a manufacturing firm in Mexico, and later he taught at ITESM and at the University of Washington in Seattle. His primary research, teaching, and consulting interests are production and distribution systems, service operations with emphasis on enterprise resource planning, supply chain management and health care systems management. He currently teaches undergraduate, masters and doctoral courses, lectures in executive education programs, and consults for numerous companies in the U.S. and abroad. His research can be found in *Decision Science*, *European Journal of Operational Research*, *IIE Transactions*, *Management Science*, and *Naval Research Logistics*. Dr. Arreola-Risa has conducted several study abroad programs in Mexico, taught in executive development programs, and consulted with numerous companies in the U.S. and abroad. His current research is on the role of information technology on health care delivery and the application of enterprise resource planning systems to hospital administration. During his sabbatical year in 2004, he visited the headquarters of SAP in Walldorf, Germany, as well as hospitals and clinics in Spain, Austria, and Germany that use SAP's R/3 Enterprise system. He is a co-author of the books *Linear Programming: An Introduction to Quantitative Decision Making* (Thomson Learning Inc., 2003), *Introduction to Business* (Houghton Mifflin Co., 2006), and *Introduction to Global Business* (Cengage 2013).

NAME/TITLE: *Salah Ayari*, Instructional Assistant Professor of Arabic Studies and Associate Head for Academic Programs, Department of International Studies

EDUCATION: Ph.D. in Curriculum and Instruction, University of Minnesota; M.A. in Linguistics, University of Minnesota

PROFESSIONAL EXPERIENCE: Originally from Tunisia, Dr. Salah Ayari came to the United States in 1989 as an exchange student. He lived in Minneapolis for 18 years where he taught Arabic at the University of Minnesota and served as the principal of a private school for 12 years. In 2007, Dr. Ayari joined Texas A&M University, where he is currently an Instructional Assistant Professor of Arabic Studies and the Associate Head for Academic Programs in the Department of International Studies. He has worked with K-12 schools across the country to improve Arabic language programs by providing teacher training and evaluating Arabic language teaching and curricular. In 2009, Dr. Ayari initiated an intensive 10-week summer study abroad program in Tunisia and Morocco which he has led since then in order to enhance student fluency in Arabic and promote understanding of the culture, history and politics of the Arab World.

NAME/TITLE: *Leonard Bierman*, Professor of Management, Mays Research Fellow

EDUCATION: J.D., University of Pennsylvania; M.A. in Economics, UCLA; B.S. in Industrial and Labor Relations, Cornell University

PROFESSIONAL EXPERIENCE: Professor Bierman specializes in the areas of employment regulation, negotiations, and international trade. He has previously held high-level positions at the U.S. International Trade Commission, U.S. Department of Labor, and the EEOC. This includes a sub-cabinet position during the President George H. W. Bush Administration dealing with international labor issues. Dr. Bierman's Harvard case study examining the negotiation of labor issues in free trade accords is widely used throughout the United States and elsewhere, and he has published about labor/free trade issues in the *Harvard Business Review* and in various leading legal journals. He has also served on the academic advisory board of the North American Commission for Labor Cooperation (NAFTA) Labor Commission. In addition, Professor Bierman has taught at various schools in Russia, and has published work in leading journals dealing with international banking. He is a co-author of the publications *Personal Lives: The Effects of Non-work Behaviors on Organizational Image*, (Organizational Psychology Review 2013) and *The Development of Legal Professionalism in Russia: An Institutional Perspective*, (Critical Perspectives in International Business, Vol. 9, 2013), as well the textbook *Introduction to Global Business* (Cengage 2013).

NAME/TITLE: *Wendy R. Boswell*, Professor of Management, Holder of the Jerry and Kay Cox Endowed Chair in Business, and the Coordinator of the Doctoral Programs in Management at Mays Business School, Texas A&M University

EDUCATION: Ph.D. in Industrial and Labor Relations, Cornell University; M.S. in Industrial and Labor Relations, Cornell University; B.S. in Business Administration, California State University, Fresno

PROFESSIONAL EXPERIENCE: Dr. Boswell is the Jerry and Kay Cox Professor of Management and the Doctoral Program Coordinator at Mays Business School. Her research interests include employee attraction and retention, employee strategic alignment, job search behavior, work-related stress, and conflict management. Dr. Boswell's work has appeared in such peer-reviewed journals as *Academy of Management Journal*, *Academy of Management Review*, *Journal of Applied Psychology*, *Human Resource Management*, *Journal of Vocational Behavior*, *Personnel Psychology*, and *Journal of Management*. She also serves on the editorial boards of *Academy Management Review*, *Journal of Applied Psychology*, *International Journal of HRM*, and *Journal of Management*, and is an incoming Associate Editor for *Personnel Psychology*. She served as the 2012-2013 Chair of the HR Division, Academy of Management. Professor Boswell teaches courses on human resource management at the undergraduate, graduate (masters and doctoral) and executive levels, and was the recipient of the 2004 Center for Teaching Excellence Montague Scholar Award.

NAME/TITLE: *Lisa Burton*, Career Coordinator, Undergraduate Special Programs Office, Mays Business School, Texas A&M University

EDUCATION: M.S. in Marketing, Texas A&M University; B.S. Sam Houston State University

PROFESSIONAL EXPERIENCE: Ms. Burton advises junior and senior business students on resumes, professionalism and networking as well as emerging career trends. She also serves as a liaison between companies recruiting on campus and students to increase awareness and engagement. Ms. Burton presents workshops on professional development to better prepare business students for career fairs and networking events. She also collaborates with professors and advisors on methods to create and adopt programs and services to meet students' needs. Ms. Burton also teaches a course on career development.

NAME/TITLE: *Ronald S. Chandler*, Director of the Center for Executive Development

EDUCATION: M.S. in HR Management, Texas A&M University; B.S. in Political Science, Texas A&M University

PROFESSIONAL EXPERIENCE: The Center for Executive Development provides customized management training for organizations in a variety of industries. Ron works with each corporate partner to create customized programs designed to achieve the goals of their organization. Each week-long program dedicates 1-2 days to international or global aspects of business with trainings taking place at Mays Business School in College Station, Texas and at CityCentre, Houston, Texas in addition to over 20 countries located on all six continents. Prior to joining the university in 2012, Ron worked in various HR Management roles in the high-tech, oil and gas and defense industries.

NAME/TITLE: *Huafeng (Jason) Chen*, Associate Professor

EDUCATION: Ph.D. in Finance, University of Chicago; MBA in Finance, University of Chicago; M.A. in Economics, Washington University in St. Louis; B.A. in Economics, Beijing University

PROFESSIONAL EXPERIENCE: Dr. Chen is an Associate Professor of Finance with tenure at Mays Business School. He teaches an undergraduate course in Investments and a Ph.D. course in Empirical Asset Pricing. Previously, he was an Assistant professor of Finance at Sauder School of Business at the University of British Columbia. He has been published on the topic of Finance in many top journals including the *Review of Finance*, *Journal of Financial Economics*, *Journal of Portfolio Management*, *Journal of Financial Economics*, and *Journal of Financial and Quantitative Analysis*. In 2008, Money Talks interviewed him regarding the U.S. subprime financial crisis.

NAME/TITLE: *Suzanne Droleskey*, Executive Director, Global Program Support Effectiveness, Texas A&M University

EDUCATION: Ph.D. in Educational Administration, Texas A&M University; M.A. in English, Maryville University; B.A. in English, Speech, and Theatre Arts, Murray State University

PROFESSIONAL EXPERIENCE: Dr. Droleskey serves as a liaison to the colleges for data related to and assessment of globally focused high impact learning experiences, rules and regulations related to designing high impact learning experiences abroad for students, and identifying and simplifying processes related to these efforts. Dr. Droleskey is responsible for administrative oversight of accountability, assessment, and continuous improvement efforts as well as various administrative tasks, such as business continuity planning. She also serves as interim director of the University facility in Mexico. Dr. Droleskey provides staff support for the Study Abroad Program Policy Committee and instructs Tai Chi classes for the Confucius Institute. She has received a diploma in Taiji from Beijing Sport University for completing a private course of study and is certified as a Level II Taiji instructor by the America Tai Chi and Quifong Association. In October 2012, Dr. Droleskey represented the Confucius Institute as an invited speaker at the 4th Annual World Taijiquan Health Congress, where she discussed the role of Confucius Institutes in facilitating Taiji training and her current class at Texas A&M.

NAME/TITLE: *Lorraine Eden*, Professor of Management, Mays Research Fellow

EDUCATION: Ph.D. in Economics with Distinction, Dalhousie University (Halifax, Canada); M.A. in Economics, McGill University (Montreal, Canada); B.A. in Economics, Mount Allison University (Sackville, Canada)

PROFESSIONAL EXPERIENCE: Dr. Eden teaches undergraduate and graduate courses on transfer pricing, economics of international business and multinational enterprises. She has more than 100 publications in print or forthcoming. Her research focus is the political economy of multinational enterprises (MNEs), where she is best known for her work on transfer pricing. Her publications appear in journals such as *Academy of Management Journal*; *Academy of Management Review*; *Accounting, Organizations and Society*; *Asian Survey*; *Canadian Journal of Economics*; *International Trade Journal*; *Journal of International Business Studies*; *Journal of International Management*; *Millennium*; and *Public Finance/Finances Publiques*. She has been guest editor for *Academy of Management Journal*, *Journal of International Business Studies* and *Millennium*. She is *Former Editor-in-Chief* of the *Journal of International Business Studies* (2008-2010). She has received research awards including a Canada-U.S. Fulbright Research Fellowship at Harvard University (1992-93); a Pew Faculty Fellowship in International Affairs Case Teaching and Research at Harvard University (1991-92); a Texas A&M Bush International Research Award (2002-2003) and a Faculty Fellowship (2002-2007). In 2013, she received the Scowcroft Institute Faculty Research Grant. Professor Eden was Vice President and 2002 Program Chair for the Academy of International Business, and in 2004 she was elected a Fellow of the Academy of International Business. She was the founder of three organizations: WEN (Women Economists Network), ALIAS (Active Learning in International Affairs), and WAIB (Women in the Academy of International Business). She consults professionally with organizations such as Revenue Canada, Industry Canada and the Bureau of Labor Statistics. Recently she has been a visiting full professor for the Department of Management at Ohio State University (2013-2014) and a visiting research professor for the Henley Business School and Department of Economics at the University of Reading, Reading, UK (2011-2014).

NAME/TITLE: *Joshua Ellison*, Alumni Relations Coordinator

EDUCATION: M.S. in Marketing, Texas A&M University; B.A. in Environmental Design, Texas A&M University

PROFESSIONAL EXPERIENCE: Joshua Ellison serves as the alumni relations coordinator for Mays Business School at Texas A&M University, a position he has held since spring of 2012. As alumni relations coordinator, Mr. Ellison directs programs and services to promote alumni engagement, support recruiting and indirectly facilitate giving. To support these goals and reinforce the Mays brand, Mr. Ellison strategizes and executes Former Student events and communications, as well as liaises between Mays and other Texas A&M University alumni organizations. Prior to joining Mays Business School, he served as assistant director of external relations with the Division of Marketing and Communication at Texas A&M University. As assistant director, Mr. Ellison notably helped form and manage the Aggie Experience Council, a division sponsored student organization of 100 volunteers, with the purpose of leading campus tours and sharing the Texas A&M story with university visitors. Before his promotion to assistant director, Mr. Ellison served as project manager with the Division of Marketing and Communication, where he planned and coordinated large-scale university events in support of the Texas A&M University System Board of Regents and university VIPs.

NAME/TITLE: *Gerald David Flint*, Clinical Associate Professor

EDUCATION: Ph.D. in Management, Texas A&M University; M.I.M. Thunderbird; B.A. Grand Canyon University

PROFESSIONAL EXPERIENCE: David Flint has been involved in entrepreneurial activities since the early 1980s and is presently involved with five small business endeavors covering software, real estate, insurance, education outside of the United States, and transportation activities. He also serves on the board of several non-profit organizations with both domestic and international activities. His undergraduate education focused on history and computer science studies. His masters level studies focused on the development of the EU market and its institutions. His doctoral studies focused on business/government relationships and their strategic implications for the conduct of business domestically and internationally. Present research interests continue to focus on strategic decision making within organizations and international factors affecting strategies in a global market. Strategic management and international management courses are his areas of teaching emphasis in the Mays Business School. Dr. Flint also conducts an annual study abroad trip leading a group of Mays undergraduates, most recently to China (Summers 2010-2012) and South Africa and Swaziland (Winters 2013 and 2014).

NAME/TITLE: *Julian Gaspar*, Clinical Professor of Finance, Executive Director of the Center for International Business Studies, Director of TAMU CIBE

EDUCATION: Ph.D. in International and Monetary Economics, Georgetown University; MBA in International Business and Finance, Indiana University; B.S. in Chemical Engineering, University of Madras, India

PROFESSIONAL EXPERIENCE: As the Executive Director of Texas A&M University's Center for International Business Studies (CIBS) and Center for International Business Education and Research (a federally funded CIBE), Dr. Gaspar has been responsible for internationalizing the educational and research programs of Mays Business School since 1991. Concurrently, as a faculty member with the Finance Department of Mays Business School, he teaches International Finance at the undergraduate and graduate level. He also conducts an annual Study Abroad program for Mays business undergraduates at IECS Graduate School of Management in Strasbourg, France and another to India. Dr. Gaspar implemented a CIBE Consortium summer study abroad program for MBA students with the Indian Institute of Management in Bangalore (IIMB). Dr. Gaspar is the lead author of two textbooks, *Introduction to Business* (2006) and *Introduction to Global Business* (2013), the first of their kind to infuse the role of globalization, ethics, and technology into the entire textbook. He also authored a case study (funded by Eurasia Foundation) of a major U.S. MNC's entry into Russia. Dr. Gaspar has extensive international and corporate experience having traveled/lived in over 50 countries. Prior to Texas A&M, he worked for Bank of America and World Bank for over a decade. He currently consults with the U.S. Department of State to reform business education in transition economies of Central Asia and Russia and was the recipient of the 2011 Texas A&M University Bush Excellence Award for Faculty International Teaching and the International Excellence Award in 1993 for Strengthening and Enhancing International Education at Texas A&M University.

NAME/TITLE: *Ricky W. Griffin*, Head of the Department of Management, Distinguished Professor of Management and Blocker Chair in Business

EDUCATION: Ph.D. in Management, the University of Houston; MBA, University of Houston; BBA, North Texas State University.

PROFESSIONAL EXPERIENCE: Dr. Griffin's research interests include workplace aggression and violence, organizational security, workplace culture, and leadership. His work has been published in such journals as *Academy of Management Review*, *Academy of Management Journal*, *Administrative Science Quarterly*, and *Journal of Management*. He has also served as Associate Editor and then as Editor of *Journal of Management*. Dr. Griffin has also authored or co-authored several leading textbooks and co-edited three scholarly books. His books are used in more than 500 colleges and universities in the U.S. and abroad, and have been translated into Spanish, Russian, Polish, and Chinese. He has taught undergraduate, masters, doctoral, and professional students in the U.S., Europe, and South Africa. He has served the Academy of Management as Chair of the Organizational Behavior Division and as program chair of the Research Methods Division. He has served as President of the Southwest Division of the Academy of Management and on the Board of Directors of the Southern Management Association. Dr. Griffin is a Fellow of both the Academy of Management and the Southern Management Association. He has also won several awards for research and been supported by over \$400,000 in federal research funding. Dr. Griffin served five years as Director of the Center for Human Resource Management and three years as Head of the Department of Management.

NAME/TITLE: *Sally Guyton*, Senior Lecturer, Assistant Director, Banking Program

EDUCATION: M.B.A. The University of Texas at Austin; B.S., The University of Texas at Austin; B.A., The University of Texas at Austin.

PROFESSIONAL EXPERIENCE: Sally Guyton's primary focus at TAMU is teaching and coordinating the core curriculum finance course, Business Finance (FINC 341). In addition, she advises the student chapter of the Financial Management Association which serves as an outlet for the students to explore various careers in finance. Each January, she accompanies a group of FMA students to Chicago to visit the Mercantile Exchange, the Chicago Board of Trade, the Chicago Board Options Exchange, and various investment banks (such as J.P. Morgan and Goldman Sachs). Mrs. Guyton authored both the Student Lecture Guide to accompany Fundamentals of Financial Management (8th edition) by Brigham/Houston and the Student Lecture Guide to accompany Fundamentals of Financial Management (2nd Concise Edition). She participated in the review of Brigham/Houston's 7th and 8th editions, and is participating in the production of ancillary materials for Brigham/Houston's 9th edition. Awards received include the Association of Former Students Excellent Teaching Award (1997-98), Aggie Fish Camp Namesake (1998), 1998 Faculty Initiate of Phi Kappa Phi, Delta Sigma Pi Teaching Award (1995), and SWTSU National Honor Society Favorite Professor (1990, 1991, 1992, 1993). She has led numerous field study programs for Mays undergraduates: Italy, Spain, and Switzerland (2012), Greece and Turkey (2013), and Australia and New Zealand (2014).

NAME/TITLE: *Michael A. Hitt*, Distinguished Professor of Management, and holder of the Joseph Foster Chair in Business Leadership

EDUCATION: Ph.D. University of Colorado; MBA Texas Tech University; BBA Texas Tech University

PROFESSIONAL EXPERIENCE: Dr. Hitt has co-authored or co-edited 26 books and many journal articles. A recent article listed him as one of the ten most cited authors in management over a 25-year period. In 2010, The Times Higher Education listed him among the top scholars in economics, finance and management based on the number of highly cited articles he has authored. A recent article in the *Academy of Management Perspectives* lists him as one of the top two management scholars in terms of the combined impact of his work both inside and outside of academia. He has served on the editorial review boards of multiple journals and is a former Editor of the *Academy of Management Journal* and former co-Editor of the *Strategic Entrepreneurship Journal*. He is currently the Editor-in-Chief of *Oxford Research Reviews-Business and Management*. He is a Fellow in the Academy of Management and in the Strategic Management Society, a Research Fellow in the Global Consortium of Entrepreneurship Centers and received an honorary doctorate from the Universidad Carlos III de Madrid. He is a former President of both the *Academy of Management* and of the *Strategic Management Society* and a member of the Academy of Management Journals' Hall of Fame. In 2001, he received the Irwin Outstanding Educator Award and the Distinguished Service Award from the *Academy of Management*. In 2006, he received the Falcone Distinguished Entrepreneurship Scholar Award from Syracuse University.

NAME/TITLE: *Duane Ireland*, Professor of Management, University Distinguished Professor, Conn Chair in New Ventures Leadership President, Academy of Management

EDUCATION: Ph.D. in Management, Texas Tech University; MBA, Texas Tech University; BBA, Texas Tech University; Associate in Science, Amarillo Junior College.

PROFESSIONAL EXPERIENCE: Previously, Dr. Ireland was a member of the faculty at University of Richmond (where he held the W. David Robbins Chair in Strategic Management), Baylor University (where he held the Curtis Hankamer Chair in Entrepreneurship), and Oklahoma State University. His research, which includes a strong focus on international diversification and product innovation in international settings, has been published in a number of journals including *Academy of Management Journal*, *Academy of Management Review*, *Administrative Science Quarterly*, *Strategic Management Journal*, *Journal of Management*, *Human Relations*, *Decision Sciences*, *Academy of Management Executive*, *Journal of Management Studies*, and *Entrepreneurship Theory and Practice*. He has authored or co-authored more than 20 books; his most recent include: *Strategic Management: Competitiveness and Globalization*, 10th edition, (South-Western Publishing, 2012), *Entrepreneurship: Successfully Launching New Ventures*, 4th Edition, (Prentice-Hall, 2012), and *Understanding Business Strategy*, 2nd Edition, (South-Western Publishing, 2011). Dr. Ireland recently completed serving as the Editor of the *Academy of Management Journal*. He also has served as an Associate Editor for *Academy of Management Journal* and for the *Academy of Management Executive* and as a Consulting Editor for *Entrepreneurship Theory and Practice*. He is the President of the Academy of Management. He has worked with Ph.D. students whose dissertations address international management issues.

NAME/TITLE: *James W. Kolari*, JP Morgan Chase Professor of Finance

EDUCATION: Ph.D. in Finance, Arizona State University; M.B.A., Western Illinois University; B.S. in Biology, Western Illinois University

PROFESSIONAL EXPERIENCE: Professor Kolari is director of the Mays Banking Program and has taught financial markets and institutions at Texas A&M University and been active in international education, consulting, and executive education. Recently, he was awarded the Chase Professorship in Finance at Mays College of Business at Texas A&M University. He was a Fulbright Scholar in 1986 at the University of Helsinki and subsequently worked with the Bank of Finland. He has served as a Faculty Fellow with the Mortgage Bankers Association of America and a Visiting Scholar at the Federal Reserve Bank of Chicago in 1982, in addition to being a consultant to the U.S. Small Business Administration, American Bankers Association, Independent Bankers Association of America, and numerous banks and other organizations. He has worked as an advisor on the North American Free Trade Agreement for the State of Texas, consultant for the Mexican government in financing technology, and member of the Academy of Sciences for Higher Education in Russia. With over 90 refereed articles published, 10 co-authored books, and over 100 competitive papers presented at academic conferences, he ranks in the top 1-2 percent of finance scholars in the United States, according to published guides of research productivity among finance professors. His papers have appeared in such domestic and international journals as the *Journal of Finance*, *Journal of Business*, *Journal of Money, Credit and Banking*, *Journal of Financial Research*, *Journal of Banking and Finance*, *Real Estate Economics*, *Journal of Economic Dynamics and Control*, and the *Scandinavian Journal of Economics*. Papers in Russian, Finnish, Dutch, and Italian have appeared outside of the United States.

NAME/TITLE: *Xenophon Koufteros*, Associate Professor, Jenna and Calvin R. Guest Professor

EDUCATION: Ph.D. in Manufacturing Management and minor in Management Information Systems, University of Toledo; M.B.A. Bowling Green State University; B.S.B.A. in Production and Operations Management, Bowling Green State University

PROFESSIONAL EXPERIENCE: Dr. Koufteros works in the area of supply chain integration and studies firms, and their respective practices, around the world with special geographical interests in East Asia, Brazil, Italy, and United States. His recent research interests pertain to the empirical study of supply chain security, disruptions, and risk management. He is the principal investigator of a large-scale empirical study that spans the globe. He has been published widely in journals such as *Decision Sciences Journal*, *Journal of Operations Management*, *International Journal of Production Research*, *International Journal of Production Economics*, *Structural Equations Modeling Journal*, *International Journal of Operations and Production Management*, *Journal of Organization Design*, and others. He is an Associate Editor of *Decision Sciences Journal*, *Journal of Operations Management*, *Journal of Business Logistics*, and *Journal of Supply Chain Management*. He serves on the editorial board of *Structural Equation Modeling Journal*, *Journal of Marketing Channels*, and *Educational & Psychological Measurement*. Dr. Koufteros has conducted study abroad (supply chain) programs to Brazil for Mays undergraduate students.

NAME/TITLE: *Katy Lane*, Program Coordinator, Center for International Business Studies

EDUCATION: M.S. in Recreation, Park and Tourism Sciences, Texas A&M University; B.A. Mathematics, Business minor, Texas A&M University

PROFESSIONAL EXPERIENCE: Ms. Lane joined the Texas A&M CIBE in 2012 to promote and increase international experiences for Mays Business School students. Since her arrival, the Mays College has seen a 33% increase in students pursuing international opportunities. Ms. Lane serves as an advisor to the Global Business Brigades and the International Business Association. She is currently pursuing her Ph.D. in Agricultural Leadership, Education and Communication with a focus on international experiences for undergraduate students. Ms. Lane's academic and professional travels have taken her to Great Britain, Panama, Spain, and Taiwan. As an undergraduate, she was a participant in Texas A&M's prestigious Academy for Future International Leaders program. She also obtained the Certificate in Advanced International Affairs from the Bush School of Government and Public Service at Texas A&M.

NAME/TITLE: *Richard H. Lester*, Clinical Associate Professor, and Executive Director of the Center for New Ventures and Entrepreneurship

EDUCATION: Ph.D. in Strategic Management, Texas A&M University; E.M.B.A. University of Houston; B.S. in Business Administration, Wright State University

PROFESSIONAL EXPERIENCE: Richard H. Lester is currently a clinical associate professor and Executive Director of The Center for New Ventures and Entrepreneurship in the Department of Management at Texas A&M University. This center hosts a variety of programs throughout the year to spread the entrepreneurship culture across the Texas A&M campus, the community, and the State of Texas. Programs include 3 Day Startup, Aggie 100, Aggie Entrepreneurship Saturday, Entrepreneurship Bootcamp for Veterans with Disabilities, Lunch&Learn, Raymond Ideas Challenge, the MBA Venture Challenge, Start-Up 101, and Startup Aggieland. The Center also works with Oklahoma State University and University of Florida. The center is also home to the thriving business of Aggies in Business (AiB). It offers businesses an opportunity to hear fresh ideas at a reasonable price. AiB Consultants offer consulting for clients willing to pay. In addition, the center offers a high impact opportunity called Entrepreneurship Empowerment in South Africa. This is a study abroad in Cape Town, South Africa and its purpose is to provide consulting through teams to local emerging entrepreneurs in small townships. Dr. Lester's current research interests focus on corporate governance, upper echelons, and entrepreneurship. Prior to his academic career Richard spent 25 years in primarily oil and gas related firms. His last corporate position was Vice President General Manager in Houston, Texas.

NAME/TITLE: *Martha (Marty) Loudder*, Associate Dean of Mays Business School, Professor of Accounting, PricewaterhouseCoopers Faculty Fellow

EDUCATION: Ph.D. in Accounting, Arizona State University; MBA from West Texas A&M University; BBA from West Texas A&M University

PROFESSIONAL EXPERIENCE: Dr. Loudder specializes in financial accounting for her teaching and research. She has published articles in scholarly journals such as *The Accounting Review*, *Contemporary Accounting Research*, and *Auditing: A Journal of Practice and Theory*. Dr. Loudder received teaching awards from the accounting honor fraternity, the Association of Former Students, and the Center for Teaching Excellence. She also holds the PricewaterhouseCoopers Teaching Excellence Professorship and is a former Speaker of the Faculty Senate. Dr. Loudder has a particular interest in improving the freshman experience, and has designed and implemented the *Freshman Learning Community* in Business Honors within the Mays College. Dr. Loudder has also developed a comprehensive assessment process, the *Mays AACSB Learning Assurance Program (LAP)*, to measure student learning. At the University level, she has been instrumental in bringing together interested parties from the faculty, Student Life, Residence Life, and Academic Affairs to create an infrastructure for freshman learning communities at Texas A&M.

NAME/TITLE: *Pam Matthews*, Vice Provost, Academic Affairs, Texas A&M University

EDUCATION: Ph.D. in American Literature, Duke University; M.A. in English Language and Literature/Letters, Texas A&M University; B.A. University of Houston

PROFESSIONAL EXPERIENCE: The Office of the Vice Provost for Academic Affairs provides support and oversight for academic effectiveness, including assessment, high-impact educational experiences, accountability efforts, and legislative initiatives. Within these broad areas, reporting units facilitate the following services: high-impact practices for students, global support services, academic program reviews, honor code violations, and academic assessment. She is also a Professor of English, teaching American literature and women writers. Before becoming the Vice Provost, Dr. Matthews served as the Associate Provost for Undergraduate Studies, the Associate Dean for the College of Liberal Arts, and the Associate Department Head for the Department of English, all at Texas A&M University. Dr. Matthews currently has two publications: *Perfect Companionship: Ellen Glasgow's Selected Correspondence with Women*, University of Virginia Press, 2005; and *Ellen Glasgow and a Woman's Traditions*, University Press of Virginia, 1994.

NAME/TITLE: *Mary Lea McAnally*, Associate Dean for Graduate Programs, Phillip W. Ljungdahl Chaired Professor of Accounting

EDUCATION: Ph.D. Stanford University; Chartered Accountant Canada (resigned 2009); B. Commerce, University of Alberta.

PROFESSIONAL EXPERIENCE: Mary Lea McAnally is the Associate Dean for Graduate Programs. She worked as a Chartered Accountant (in Canada) and is a Certified Internal Auditor. Prior to arriving at Texas A&M in 2002, Professor McAnally held positions at University of Texas at Austin, Canadian National Railways, and Dunwoody and Company. Her research interests include accounting and disclosure in regulated environments, executive compensation, and accounting for risk. She has published articles in the leading academic journals including *Journal of Accounting and Economics*, *Journal of Accounting Research*, *The Accounting Review*, *Review of Accounting Studies* and *Contemporary Accounting Research*. Professor McAnally received a Mays Business School Research Achievement Award in 2005. Dr. McAnally oversees the suite of masters programs including the Full-Time, Executive and Professional MBA programs as well as Masters programs in Accounting, Finance, Management, Information Systems and Marketing. She teaches financial reporting, analysis, and valuation in the Full-Time and Executive MBA programs. Through the Center for Executive Development, she works with corporate clients including Halliburton, AT&T and Baker Hughes. She has also taught at University of Calgary, IMADEC (in Austria) and at the Indian School of Business in Hyderabad. She has received numerous faculty-determined and student-initiated teaching awards. Professor McAnally co-authors four textbooks that are widely used in MBA and executive programs in the U.S. and Europe.

NAME/TITLE: *Kristopher Muir*, Assistant Professor, Department of Agricultural Leadership, Education and Communication, Texas A&M University

EDUCATION: Ph.D. in Teacher Leadership, Walden University, M.A. in Spanish Literature, University of Wisconsin-Madison, B.A. in Spanish and History, University of Tennessee-Knoxville

PROFESSIONAL EXPERIENCE: Dr. Muir is joining the Undergraduate Special Programs Office at Mays Business School on July 1, 2014. His areas of focus will be student portfolio development, the integration of technology into the classroom, and the facilitation of international opportunities in Latin and South America. Currently, Dr. Muir is a Spanish instructor at Woodward Academy in Atlanta, Georgia. He has taught honors, advanced placement and “college prep” Spanish at the high school level as well as the first three semesters of college Spanish. Dr. Muir served as a consultant in the design and implementation of a customized Spanish curriculum for the North American branch of an international company and has served on faculty delegation for numerous conferences to advance diversity, multi-cultural awareness and blended learning. In 2013, Dr. Muir gave a presentation titled “Digital tools and communicative strategies that engage students in the world language classroom” at the Georgia Independent Schools Conference.

NAME/TITLE: *Theresa Murphrey*, Assistant Professor, Department of Agricultural Leadership, Education and Communication, Texas A&M University

EDUCATION: Ph.D. in Agricultural Education, Texas A&M University, M.S. in Agricultural Education, Texas A&M University, B.S. in Agricultural Development, Texas A&M University

PROFESSIONAL EXPERIENCE: Dr. Murphrey teaches technological change, instructional design and technology for online learning, and survey of evaluation strategies for agriculture in the College of Agriculture and Life Sciences at Texas A&M University. Her publications include 20 refereed journal articles, 11 publications as book reviews, encyclopedia entries, and magazine articles, and over 50 peer-reviewed presentations. Dr. Murphrey received the Gold Teaching Award from the United States Distance Learning Association and the Outstanding International Agricultural Education Award from the Western Regional Agricultural Education Research Conference Committee in 2010. She is an active member of the American Association for Agricultural Education (AAAE), the Association for International Agricultural and Extension Education (AIAEE), the North American Colleges and Teachers of Agriculture (NACTA), the eLearning Guild, and the American Evaluation Association.

NAME/TITLE: *Henry Musoma*, Lecturer, Undergraduate Special Programs Office, Texas A&M University

EDUCATION: Ph.D. in Educational Leadership and Administration, Texas Christian University, M.S. in International Agricultural Development, Texas A&M University; B.S. International Agricultural Development, Texas A&M University

PROFESSIONAL EXPERIENCE: Dr. Musoma was born and raised in the Southern African nation of Zambia. He completed his high school education in Zambia and Mozambique, respectively. In 1996, he relocated to the United States to attend college. Prior to joining Mays Business School, he served on the Texas A&M faculty as lecturer and academic advisor in the College of Agriculture and Life Sciences. Dr. Musoma also held the lectureship for Texas A&M's premier multi-disciplinary leadership program, the Academy for Future International Leaders. Musoma teaches the transition to business school course for more than 400 incoming freshman with an emphasis on international exploration and culture. Musoma has traveled extensively in Southern Africa, where his parents were posted in the diplomatic corps. His travels have taken him to Great Britain, France, Italy, Germany, Zimbabwe, Mozambique, South Africa, Botswana, and Tunisia. Most recently he led fifteen Regent Scholars on a two-week cross-cultural, historical and educational program in Dubai and Ghana.

NAME/TITLE: *Clair Nixon*, PWC Accounting Excellence Professor, Mays Business School, Texas A&M University

EDUCATION: Ph.D. in Agricultural Economics, Texas A&M University; M.S. in Agricultural Economics, Texas A&M University; B.S. Brigham Young University

PROFESSIONAL EXPERIENCE: Dr. Nixon currently serves as the co-director for the Texas A&M University Agribusiness Degree Program. His research activities have appeared in numerous journals including *Agribusiness*, an international journal, *Journal of Agribusiness*, *American Journal of Agricultural Economics*, *Journal of Taxation*, *Tax Advisor*, *Taxation for Accountants*, *Financial Analysts Journal*, and many others. He has co-authored five books including *Personal Finance*, *Individual Income Taxation*, *How to Analyze Financial Statements in Agriculture* and others. Dr. Nixon has also been the recipient of over \$500,000 in competitive grants from organization such as the National Oceanic and Atmospheric Administration, Department of Commerce, Department of Agriculture, Canadian Embassy, Center for the Study of Western Hemisphere Trade, and many others. He has presented numerous papers at regional national and international professional meetings and has appeared on television and radio programs to discuss national tax policy issues. Dr. Nixon has served as a consultant to both profit and not-for-profit organizations in the areas of taxation, managerial accounting and forecasting. He regularly participates in executive development programs sponsored by Texas A&M University focusing on corporate development, financial statement analysis and managerial decision-making. He is on the board of directors of several closely held corporations in Texas and Utah. He is also a trustee for the College Station Independent School District. Prior to his academic appointment, he managed a commercial farming operation in Idaho.

NAME/TITLE: *Ramona Paetzold*, Professor of Management and Mays Research Fellow, Mays Business School, Texas A&M University

EDUCATION: J.D. University of Nebraska; D.B.A Indiana University; M.A. in Mathematical Statistics, Indiana University; M.B.A. Indiana University; B.A. in Mathematics, Indiana University

PROFESSIONAL EXPERIENCE: Dr. Paetzold works in the Human Resource Management area of the Department of Management. Her primary research interests are in the intersection of human resource management and employment law. Her work encompasses psycho-legal aspects of sexual harassment, disabilities and accommodations, and workplace violence. She has recently published in such outlets as the *Academy of Management Review*, *American Business Law Journal*, *North Carolina Law Review*, *Harvard Law Review Forum*, *Employee Rights and Employment Policy Journal*, and *Journal of Applied Social Psychology*. In addition to the above interests, she teaches in the field of research methods and has published works relating research methods to discrimination law. She is co-author of the book *The Statistics of Discrimination* (with Steven L. Willborn). Dr. Paetzold has served as Senior Articles Editor for the *American Business Law Journal* and Editor-in-Chief of the *Journal of Legal Studies Education*. Her primary teaching responsibilities include Employment Law, Employment Discrimination Law, and Research Methods.

NAME/TITLE: *Daria Panina*, Clinical Assistant Professor in the Department of Management at Texas A&M University

EDUCATION: Ph.D. in International HR, Rutgers University; M.A. in HR and IR, Rutgers University; MBA equivalent, American Institute of Business and Economics, Russia; B.A. in Political Economy, Moscow State University, Russia

PROFESSIONAL EXPERIENCE: Dr. Panina joined the Management Department of Mays Business School as a faculty member in 2002. Her main area of interest is international business and international management. She teaches international business and management courses at both the undergraduate and graduate levels. Prior to obtaining her graduate degrees, Dr. Panina spent five years as a member of the Russian Privatization advisory group, doing research on privatizing Russian enterprises in the early 90s. She then worked in several Russian and foreign-owned businesses in Moscow focusing on human resource management and executive search. Dr. Panina currently leads Mays undergrads on faculty-led study abroad trips to Spain, China, and Russia. Dr. Panina has many publications including *Shareholder Activism in Emerging Markets*, *Hermitage Capital in Russia*, *Greener Management International*, vol. 58, In Press (2013). She is currently a member of the Academy of Management and a Reviewer of the International Management Division of the Academy of Management.

NAME/TITLE: *Madhav Pappu*, Clinical Assistant Professor

EDUCATION: Ph.D., The University of Tennessee, Knoxville, TN; M.B.A. The University of Tennessee, Knoxville, TN; M.E. in Civil in Engineering, Virginia Tech, Blacksburg, VA; B.E. in Mechanical Engineering, Andhra University, India

PROFESSIONAL EXPERIENCE: Dr. Pappu is a supply chain and logistics expert, educator, consultant and strategic thinker with nearly 20 years of experience and dedication invested in research and development to help companies advance in highly competitive environments. He is a professional with global experience and a leading-edge approach to identify creative ways of integrating a company's strategic objectives with exciting technologies, such as RFID and innovative supply chain and financial models. With extensive international experience delivering presentations, Dr. Pappu has conducted seminars and consulted for billion dollar, Fortune 100 companies identifying strategic pathways to achieving sustainable competitive advantage.

NAME/TITLE: *Michael W. Pustay*, Assistant Department Head and Professor for the Department of Management at Texas A&M University

EDUCATION: Ph.D. in Economics, Yale University; M.Phil. in Economics, Yale University; B.A. in Economics, Washington and Lee University

PROFESSIONAL EXPERIENCE: Dr. Pustay is a Professor of Management at Texas A&M University and Associate Director for TAMU's federally-funded Center for International Business Education and Research. Dr. Pustay has written numerous articles dealing with the impact of government policies and regulations on the performance of firms. His recent work has explored the impact of regional economic integration on business behavior and the role of government policy in shaping competition in the international airline industry. His work has been published in the *Journal of Management*, *Transportation Journal*, *Southern Economic Journal*, *Land Economics*, and *Public Choice*. He is the co-author (with Ricky W. Griffin) of a best-selling textbook entitled *International Business* and the co-author (with Len Bierman and Keith Swim) of a *Legal Environment of Business* textbook. Pustay is a member of the Academy of International Business, the Academy of Management, the American Economic Association, and the International Trade and Finance Association. He has taught international business to undergraduate, graduate, MBA, and executive audiences for the past two decades. Dr. Pustay teaches International Business Policy in the Mays MBA and PMBA programs, and is the lead faculty of International Seminar at HBCU Internationalizing Business Program conducted at the University of Memphis. It will move to Georgia State University starting 2015.

NAME/TITLE: *Joan E. Sanders*, Associate Director of the Professional Program in Accounting; Senior Lecturer in the Department of Accounting, Texas A&M University

EDUCATION: M.S. in Business Computing Science, Minor Educational Technology, Texas A&M University; B.B.A in Accounting, Texas A&M University

PROFESSIONAL EXPERIENCE: Ms. Sanders is the Associate Director and Senior Lecturer for the Professional Program in Accounting at Texas A&M University. She is also an Independent Consultant for Sanders Consulting, providing customized business modeling excel training and business process consulting. From 1988-1991, Ms. Sanders was a Programmer/Analyst for Computing Information Systems at A&M. During her break from Texas A&M University (1991-1999), Ms. Sanders was the Information Systems Administrator, Purchasing Manager, and Supervisory Compliance Auditor for the Texas State Chemist Office. Ms. Sanders also leads an accounting study abroad trip to Australia, last led in 2012. She took about ten students abroad to visit international accounting firms with the purpose of learning and understanding International Financial Reporting Standards.

NAME/TITLE: *Robert R. Shandley*, Department Head, International Studies at Texas A&M University

EDUCATION: Ph.D. in German and Comparative Literature, University of Minnesota; M.A. in German, University of Minnesota; B.A., Simpson College

PROFESSIONAL EXPERIENCE: Dr. Shandley is the Head of the Department of International Studies and a Professor of German and Film Studies at Texas A&M University. Prior to joining A&M in 1995, he was a Visiting Assistant Professor, University of Tennessee; Teaching Assistant, University of Minnesota; and a Visiting Lecturer, Humboldt Universität, Berlin, Institut für Anglistik Amerikanistik. Dr. Shandley's areas of teaching competence include: Film Studies, including introduction to Film Theory and History, European Film History, History and Representation of the Holocaust, Introduction to Television Studies, European Art Cinema, German and European Fairy Tales and Children's Literature, Contemporary German Literature, all levels of German language. His publications include several Monographs: *Hogan's Heroes* (TV Milestones Series: (Wayne State University Press, 2011) *Runaway Romances: Hollywood's Postwar Tour of Europe* (Temple University Press, 2009) *Rubble Films: German Cinema in the Shadow of the Third Reich* (Temple University Press, 2001) (published in revised translation *Trümmerfilme: Das deutsche Kino der Nachkriegszeit*, Berlin: Parthas, 2010).

NAME/TITLE: *Venkatesh Shankar*, Coleman Chair Professor in Marketing and Director of Research for the Center for Retailing Studies.

EDUCATION: Ph.D. in Marketing, Northwestern University; P.G.D.M./MBA., Indian Institute of Management (IIM), Calcutta; B.Tech/B.S. (Engineering), Indian Institute of Technology (IIT), Kharagpur.

PROFESSIONAL EXPERIENCE: Dr. Shankar's areas of specialization include Digital Business, Marketing Strategy, Innovation, Retailing, International Marketing, Pricing, Branding, and Mobile Marketing. He has corporate experience in marketing and international business development and has been recognized as one of the Top 10 experts on innovation management worldwide. Dr. Shankar is winner of the 2013-2014 Retailing Lifetime Achievement Award, the Indian Institute of Management (2013), Calcutta (IIMC) Distinguished Alumnus Award, Vijay Mahajan Award for Lifetime Contributions to Marketing Strategy Research (2012), Robert Clarke Award for the Outstanding Direct and Interactive Marketing Educator (2006), IBM Faculty Partnership Award (2001), the Paul Green Award for the Best Article in *Journal of Marketing Research* (1999), the Don Lehmann Award for the Best Dissertation-based Article in an AMA journal (200), and the Sheth Award for the best paper in the *Journal of Academy of Marketing Science*. Dr. Shankar has published in academic journals such as the *Journal of Marketing Research*, *Management Science*, *Marketing Science*, *Strategic Management Journal*, *Journal of Marketing*, *Journal of Public Policy and Marketing*, *Journal of Retailing*, *Harvard Business Review*, and *Sloan Management Review*, and in business periodicals such as Wall Street Journal and Financial Times. He was a visiting scholar at the Sloan School of Management, MIT and a visiting faculty at INSEAD, Singapore Management University, SDA Bocconi, the Chinese European International Business School at Shanghai, and the Indian School of Business. Dr. Shankar has consulting or executive training experience with organizations such as Allstate, Cap Gemini Ernst & Young, Colgate Palmolive, Lockheed Martin, PepsiCo, Philips, and Volvo. He has made several appearances on CNN, C-SPAN, and Voice of America.

NAME/TITLE: *Nancy Simpson*, Director and Clinical Professor for the Undergraduate Special Programs Office at Texas A&M University.

EDUCATION: Ph.D. in Educational Curriculum and Instruction, Texas A&M University; M.S. in Mathematics, Texas A&M University; B.A. in Mathematics and Religion, Luther College

PROFESSIONAL EXPERIENCE: Nancy Simpson is a Clinical Professor and Director of the Undergraduate Special Programs Office for Mays Business School at Texas A&M University. She is also the Quality Enhancement Plan coordinator for Mays Business School. Since 1991, she has served as an instructional consultant at TAMU's Center for Teaching Excellence (CTE) and the Director of the CTE from 1999 until 2008. She has presented workshops on teaching (including Teaching Higher-Order Thinking, Effective Use of Writing Assignments, and Using Teaching Portfolios to Improve and Evaluate Teaching) for faculty at TAMU and numerous other institutions. Since 1993, she has been affiliated with the Wakonse Foundation, and serves as Wakonse Staff for the Wakonse Conference on College Teaching, held annually in Michigan.

NAME/TITLE: *Laszlo Tihanyi*, B. Marie Oth Professor for the Department of Management at Texas A&M University

EDUCATION: Ph.D. in Strategic Management, Organization Theory, and International Business, Indiana University - Bloomington; MBA, Indiana University; Doctorate in Business Economics, Budapest University of Economic Sciences, Hungary; B.Sc. in Economics and Business, Janus Pannonius University, Pécs, Hungary

PROFESSIONAL EXPERIENCE: Dr. Tihanyi is a Management professor at the Mays Business School at Texas A&M University. His research interests include corporate governance in multinational firms, international strategies, and organizational adaptation in emerging economies. Dr. Tihanyi's papers have been published in the *Academy of Management Journal*, *Academy of Management Review*, *Strategic Management Journal*, *Organization Science*, *Journal of International Business Studies*, and others. He was the winner of the 2013 Ricky W. Griffin Outstanding Research Award at Texas A&M University and presently serves as an Associate Editor for the *Academy of Management Journal*. He is also an Editor of the *Advances in International Management* series. Dr. Tihanyi has served on the editorial boards of the *Academy of Management Journal*, *Business Horizons*, *Journal of International Business Studies*, *Journal of Management*, *Journal of Management Studies* (Associate Editor: 2009-2011), and *Journal of World Business*.

NAME/TITLE: *Rajan Varadarajan*, Department Head, Distinguished Professor of Marketing, and Ford Chair in Marketing & E-Commerce for the Department of Marketing at Texas A&M University

EDUCATION: Ph.D. in Business Administration, University of Massachusetts; M. Tech. in Industrial Management, Indian Institute of Technology, Madras; B.E. in Electrical Communication Engineering, Indian Institute of Science, Bangalore; B.Sc. in Physics and Mathematics, Bangalore University, India

PROFESSIONAL EXPERIENCE: Dr. Varadarajan's primary teaching and research interest is in the area of marketing strategy. He is author of over 60 refereed journal articles on such topics as market strategy, marketing strategy, competitive advantage, corporate diversification and divestitures, e-commerce, global competitive strategy, innovation, market pioneering advantage, multi-market competition, strategic alliances, strategy typologies and taxonomies, and interdependencies between corporate, business and marketing strategy. Dr. Varadarajan's research has been published in the *Journal of Marketing*, *Journal of the Academy of Marketing Science*, *Academy of Management Journal*, *Strategic Management Journal*, *Management Science*, *Sloan Management Review*, *California Management Review*, *Business Horizons*, *Journal of Retailing* and other journals. He has also presented his research at numerous national and international conferences, consortia, workshops, universities and other forums. Dr. Varadarajan served as editor of the *Journal of Marketing* from 1993 to 1996 and the *Journal of the Academy of Marketing Science* from 2000 to 2003. He currently serves on the Editorial Review Boards a number of journals including the *Journal of Marketing*, *Journal of Marketing Research*, *Journal of the Academy of Marketing Science*, *Journal of Interactive Marketing*, *Journal of Strategic Marketing*, and *Journal of Marketing Management*. He also served as President of the Marketing Strategy Special Interest Group of the American Marketing Association from 1998 to 2000, on the Board of Governors of the Academy of Marketing Science from 1998 to 2004, and as Vice President for Publications for the Academy of Marketing Science from 2004 to 2007.

NAME/TITLE: *Ben Welch*, Director of Halliburton Programs and a Clinical Professor for the Department of Management in the Mays Business School at Texas A&M University

EDUCATION: Ph.D. in Educational Curriculum & Instruction, Texas A&M University; M.S. in Human Resource Management, Houston Baptist University; B.S. University of Dayton

PROFESSIONAL EXPERIENCE Dr. Welch joined the Texas A&M University Center for Teaching Excellence in 1988 and served as their Associate Director before assuming his faculty appointment with the Department of Management. Dr. Welch directed the Mays Business Honors & Fellows Programs, which are the top two premier undergraduate programs within the College, until 1998. He then joined the Division of Student Affairs as the Director of Student Activities for Texas A&M University. Dr. Welch has made hundreds of presentations to groups at Texas A&M University and has been asked to make presentations each semester to the Teaching Assistant Training & Evaluation Program (TATEP) sponsored by the Center for Teaching Excellence. He has also presented a paper on Preparing the Professorate of Tomorrow as Innovative Teachers for Today at conferences within the United States, Canada, Mexico, and Brazil. Dr. Welch's international teaching experience includes the MBA and EMBA programs at the International University of Ecuador in Quito, Ecuador and Wuhan University in Wuhan, China. He has made multiple professional presentations and motivational talks to groups including the Decision Sciences Institute, the Management Skills Development Institute, Halliburton, Brown & Root, United States Department of Agriculture, Food Safety & Inspection Services, Law Enforcement Management Institute, American Public Works Association, Army Marketing Managers Institute, Texas Academic Advising Network, Amoco, McDonald's, Reliant Energy, Texas Oil & Gas Association, Texas District & County Attorneys Association Investigators School, Baker-Hughes Atlas, U.S. Marshals, and Andell Advertising & Design.

NAME/TITLE: *Lawrence Wolken*, Senior Professor of Finance and Assistant Department Head, Mays Business School, Texas A&M University

EDUCATION: Ph.D. in Econometrics, Texas A&M University; M.S. in Economics, Texas A&M University; B.A. in Mathematics, University of Missouri

PROFESSIONAL EXPERIENCE: Since coming to Texas A&M University in 1978, Dr. Wolken has served the university in a variety of teaching and administrative positions. He has been in the Department of Finance since the fall of 1984 and was the James W. Aston/Republic Bank Professor of Finance from 1991 through 1993. Dr. Wolken is currently the Assistant Department Head and also the Director of the Scholastic Assistance in Global Education Project for the Center for International Business Studies. His teaching responsibilities include undergraduate and graduate courses in international finance and corporate finance. He received the Distinguished Teaching Award in the College of Business Administration for the 1990-91 academic year. Dr. Wolken has published a wide variety of articles and is the author or co-author of numerous textbooks. His article entitled *The Restructuring of China's Banking System Under the Current Economic Reforms* appeared in the Columbia Journal of World Business. The three editions of his high school economic text, *Invitation to Economics*, were one of the most widely used texts throughout the United States. He is also responsible for the economic content of twenty-three other social studies texts used nationwide in grades 1-12. Because of his expertise in using technology in the classroom, he was instrumental in developing the computerized slides that accompany *Fundamentals of Financial Management* by Eugene F. Brigham and Louis Gapenski.

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TAMU CIBE PROGRAM: Budget Notes 2014-2018

*Note: The budget narrative and detailed budget spreadsheets are coded by ED budget category and by activity number that correspond to the activity numbers in the proposal narrative. This section contains Budget Notes organized by **Activity number**.*

Program Development/Administration

Budget Year	Department of Education	Texas A&M University	Total
2014-2015	360,936	366,616	727,552
2015-2016	360,133	371,838	731,971
2016-2017	364,003	369,978	733,980
2017-2018	364,998	375,515	740,512
Total	1,450,070	1,483,947	2,934,017

TAMU will provide approximately \$186,330 in salaries and benefits for CIBE personnel each year; funding for 1 foreign travel trips for program dev. @ \$4,000 for each year of the project. ED is requested to fund approximately \$170,350 in salaries and benefits each year; one foreign travel each year at \$4,000/yr for the first three years and \$3,000 for the last year, and six domestic travel trips a year at \$1,250 each; 8,000 per year for supplies (include general office, conference, and workshop supplies – pens, paper, binders, staples, folders, labels, nametags, copier charges, clips) as well as computer consumables like printer ink, subscriptions, and periodicals; and \$7,000 each year for the first three years to the College of Liberal Arts to help conduct the Domestic (Washington, D.C.) FDIB program after which the program will be self-financing.

Program Evaluation (subtotal in Program Dev./Admin.)

Budget Year	Department of Education	Texas A&M University	Total
2014-2015	26,000	9,976	35,976
2015-2016	20,000	10,171	30,171
2016-2017	15,000	10,368	25,368
2017-2018	21,000	10,571	31,571
Total	82,000	41,086	123,086

For the 4-year project period ED is requested to fund each year \$5,000 in internal evaluator stipends and \$15,000 per year for the first two years and \$10,000 a year for years 3&4 for evaluation data, databases, websites, and web portals; additionally, in Yrs. 1&4 ED is requested to fund \$1,000 for travel and \$5,000 for external evaluator stipend; TAMU will match with 5% of Dr. Eden's salary and benefits.

ACTIVITIES THAT MEET THE EDUCATION OBJECTIVE

1. Regents Scholars Global Certificate of Achievement

TAMU will bear all administrative costs of managing the Regents Scholars Global Certificate of Achievement program and provide \$2,000 per student support for 12 students to participate in each of the three programs to Costa Rica, France and Ghana/South Africa program each year. ED is requested to

provide travel support for program development of \$4,000 per program and promotional materials of \$500 each year.

2. Overseas Immersion: IB in Emerging Economies

ED support is requested for faculty travel to establish the Costa Rica Spring Break program for MBA/MS students @ \$2,000 in Year-1 and @ \$2,000 in Yr.2-4 to lead the program. In addition, ED is requested to provide \$4,000 in travel cost to set up the South Africa program in Year-1. TAMU will provide each year a total of 80 study abroad scholarships @ \$500/ea. to support student participation in the Emerging Markets of the 21st Century Study Abroad programs each year. Additional faculty travel expenses will be covered from student participation fees. TAMU will also provide funding for 10 study abroad scholarships/yr. @ \$500 ea. for the Costa Rica MBA Spring Break Study Trip.

3. IB Curriculum: New courses, Innovative Tracks, and IB Content Infusion

TAMU will provide funding for IB curriculum development for 1 faculty per year @ \$5,000 ea. in years 1&2 and at \$6,000 ea. in years 3&4; ED is requested to also provide funding for the development and teaching of a Business Environment in the Middle East course (part of the new Middle East Certificate Program) for one faculty @ \$8000 ea. year; IB track promotional material @ \$1,500 during Yr. 2; and support for the NASBITE CGPB exam costs 20/yr. @ \$125 for Yrs. 1-3 and 40/yr. for Yr. 4, TAMU will provide additional funds if needed for CGPB exam support

4. Interdisciplinary Globalization Programs for Non-Business Majors

The Interdisciplinary Globalization Programs for Non-Business Majors will be developed and implemented each year at no cost to the Department of Education. TAMU will provide the administrative support required.

5. Empowering the Region's Hispanic and Spanish-Speaking Students

ED is requested to provide \$1,000 each year to support production of promotional materials for the program. TAMU will provide the administrative support required for the activity.

6. International Business Internship Empowerment

ED is requested to fund 20 student travel cost @ \$1,000 ea. for students participating in overseas internships for each year of the grant. TAMU will fund 20 students each year who participate in the two-week Global Business Brigades to Panama @ \$800 ea.

7. Mays Global Ambassadors

ED is requested to provide funding to cover the cost of two Mays Global Ambassadors who will work 5hrs/week for an academic year at a cost of \$1,500/each. TAMU will cover all program administrative costs.

8. Graduate Dual Degree Programs in Germany and Spain

TAMU will provide funding for two study abroad scholarships @ \$2,000 each for participants in the dual degree programs.

9. Internationalization of Business Doctoral Students

ED is requested to provide funding for one doctoral student/yr. to assist with the MBA Spring Break Study Program in Costa Rica @ \$750 ea.; co-sponsorship fees for the Internationalizing Doctoral Education in Business program @ \$2,500 in Yrs. 2 & 4; and funding to support two doctoral students

preferably from MSIs @ \$1,000 in Yrs. 2 & 4. TAMU will provide \$1,500/yr to support doctoral participation in faculty development programs and conferences, these funds will be matched by the student's department.

10. Summer Culture and Language Institute for Statewide and Regional MSIs

The costs associated with the management of the on-campus Boot Camp and Costa Rica Boot Camp will be covered by the registration fees. ED is requested to provide funding to support (a) travel cost to set up the Uzbek program \$4,000 in year 2, and (b) 10 students per year @ \$500 ea. to participate in the Costa Rica boot camp in Yrs. 2-4 and two \$2000 travel support for participants in the Uzbek program in years 3 and 4. TAMU will bear the administrative costs.

11. Foreign Language Training, Virtual Lang. Lab, and Immersion Programs

TAMU will provide funding for 1 student worker @ \$7,000/yr for Yrs. 1 & 2 for the Foreign Language Virtual lab. ED is requested to provide funding for 1 student worker @ \$7,000/yr for Yr 3 & \$6,915/yr for Yr. 4, as well as, virtual language training programs @ \$1,500/yr. and 5 language tutorials @ \$500 ea./yr and 5 language immersion scholarships @ \$500 ea./yr for students who participate in the Costa Rica, LCTL Heritage Speakers, Arabic, and Uzbek immersion programs.

12. Student Organizations: IB, Culture, and Networking

TAMU will provide the administrative support required.

13. Mays IBnetwork for Students, Faculty and Executives

ED is requested to provide funding to support 1 student worker @ \$5,000/yr. to develop and implement the Mays IBnetwork, IB and Cultural Competency Speaker's Bureau, and IBcareer Blog in Yr. 1. Once developed and implemented, TAMU will provide the administrative support required for the IBnetwork, Speaker's Bureau and IBcareer Blog. TAMU will provide \$800 each year to add videos to the IB Video Library.

14. Mays Working Abroad Series

The Mays Working Abroad Series will be developed and implemented at no cost of the Department of Education. TAMU will provide the administrative support required.

ACTIVITIES THAT MEET THE RESEARCH OBJECTIVE

15. Impact of American Credit Crisis on U.S. Competitiveness - Key Issues

ED is requested to provide funding for 2 faculty research grants @\$1,500 for ea. year for research projects on The Global Economic Crisis and Its Impact on U.S. Firms and The Financial Crisis and U.S. Bank's Global Competitiveness.

16. The Role of International Entrepreneurship and New Venture Creation on American Global Competitiveness

ED funding is requested for a faculty research grant in the amount of \$1,500 for Yr 1 through 4 for research on The Role of International Entrepreneurship and New Venture Creation in American Global Competitiveness.

17. The Rise of Emerging Economies, Globalization of Innovation, and U.S. competitiveness

ED is requested to provide \$1,000/yr. in doctoral student research grant support in the area of emerging economies and innovation as they impact U.S. global competitiveness.

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18. Advances in International Management 2015 Volume: Emerging Economies and Multinational Enterprises.

ED is requested to provide funding in the amount of \$1,500 in Yr. 1 to support travel of Dr. Tihanyi to steer research projects on Emerging Economies and Multinational Enterprises, and an additional \$2,500 in year 3 to support a conference most likely in Boston.

19. Impact of U.S. Immigration Reform on National Security and U.S. Competitiveness

ED funding is requested in the amount of \$1,500 for Yr. 1 and \$3,000 for Yr. 2 to support the research project on Security and Competitiveness Dimensions of U.S. Immigration.

20. Environmental/Green Social Responsibility and MNE Competitiveness

ED is requested to provide \$3,000 in Yrs. 2&4 to support the interdisciplinary study of Environmental/Green Social Responsibility and Economic Competitiveness.

21. Country Institutional Environments and their Impact on Corporate Strategies

ED is requested to provide a faculty research grant in the amount of \$3,000 in Yrs. 2&3 for the parallel studies on Country Institutional Environments and their Impact on Corporate Strategies.

22. International Dimensions of Corporate Governance and Executive Compensation Policies

ED is requested to provide \$3,000 in Yrs. 2&3 for a faculty research grant to study International Dimensions of Corporate Governance and Executive Compensation Policies.

23. Optimizing Global Supply Chain to Minimize Trade Diversion in the Western Hemisphere

ED funding is requested in the amount of \$3,000 in Yr. 3 to support the interdisciplinary research project on Optimizing Mexico-U.S. Trade.

24. Effectiveness of Offering IB Certification Utilizing Massive Open Online Courses (MOOCs)

ED funding is requested in the amount of \$3,000 for Yrs. 3&4 to support the research project on the Effectiveness of Offering IB Certification Utilizing Massive Open Online Courses (MOOCs).

25. Support for Faculty and Doctoral Student IB and Foreign Language Research

ED is requested to provide funding for IB research travel for 5 faculty /doctoral students per year @ \$1,000 ea. and to provide 4 research grants @ \$500 per year to support research data collection costs. TAMU will provide 5 faculty/doctoral students travel grants per year @ \$1,000 ea.

26. Analyzing Perceived Barriers to Studying Abroad and Language Learning by Business Students

ED funding is requested to provide \$1,500 in Yr. 1 to support data collection and survey expenses for the research project on Analyzing Perceived Barriers to Studying Abroad and Language Learning by Business Students.

ACTIVITIES THAT MEET THE OUTREACH OBJECTIVE

27. Intl of Minority-Serving Institutions (MSI) and Community Colleges

ED is requested to fund faculty travel for 2 faculty/yr. @ \$750 ea. to participate in the internationalizing minority-serving programs and 3 faculty/yr. @ \$500 ea. for the Texas Community College Global Initiative; \$6,000/yr. to support co-sponsorship of the Globalizing Minority-Serving Institutions program MSI (HBCUs/Hispanic Serving) initiative and \$4,000/yr. for MSI faculty support as part of the Texas Community College Global Initiative ; \$1,000 in Yrs. 1 & 3 for the IB Institutes for Community College Faculty Development programs and \$1,500 in Yrs. 2 & 4. TAMU will cover the travel and operating costs of the Internationalizing Hispanic-Serving Institutions Roundtable in 2010.

28. Domestic – Faculty/PhD Student FDIB and Language Programs

ED is requested to provide faculty travel support in the amount of \$750 per year for 4 participants in FDIB and Language programs; \$1,000/yr. in support of the CIBER Business Language Conf; \$2,000 in Yrs. 2 & 4 for the Washington, D.C. FDIB for Minority-Serving institution faculty; \$500 in Yrs. 1 & 3 for the Business Communication for Language Teachers; \$500/yr. for the K-12 Language for Business conference; \$2,000 in Yrs. 1 & 3 for the Business Language/Culture Workshops for Community College Faculty; \$1,000 in Yrs. 2 & 4 for the Internationalizing Business Education Symposia at MSI campuses; \$4,000/yr. for MSIs to participate in NAFSA Conference. TAMU will provide speakers and administrative support required at regional educational institutions.

29. Overseas – Faculty Development in International Business (FDIB) Programs

TAMU will provide \$2,000 in Yr. 1 in travel funding to support participants in the overseas FDIB programs. ED is requested to provide \$4,000/yr. in travel funding for TAMU CIBER sponsored MSIs faculty; and \$1,000/yr. for each of the four CIBER co-sponsored FDIB program to South Africa, the Middle East, Vietnam/S.E.-Asia, and the Mercosur program.

30. IB Seminars and Workshops for U.S. Executives

TAMU CIBER will work with Mays Center for Executive Development and have several Mays business faculty to offer IB courses tailored to specific needs of industries both in house as well as on overseas sites of companies. Since this will be a fee-based activity, ED funding will not be required.

31. Global Market Series: Export Certification Program

TAMU will provide \$2,000/yr. in funding to support the Global Market Series: Export Certification Program with the Dallas International SBDC. No ED funds are requested.

32. Foreign Language/Culture Training and Immersion Outreach

TAMU will provide funding for 2 instructors/yr. @ \$1,500 for the beginner's French/Spanish foreign language/culture training. ED is requested to fund 2 instructors/yr. @ \$3,000 to offer those languages at the intermediate level. TAMU's Confucius Institute will provide Mandarin instruction.

33. K-12 Global Resources and Training for Teachers and Students

TAMU CIBER will provide administration and management of all initiatives. ED is requested to provide funding for two (2) K-12 International Economics programs/workshops each year @ \$1,000 ea.; \$1,000 in Yrs. 1&3 for SAGE website development/upgrade on BRICs and MIST. ED is also requested to provide \$500/yr. in funding to support technology-based IB education, communication, and research programs and \$1,000/yr. in funding support for CIBERweb website development and maintenance.

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TAMU CIBE PROGRAM: Performance Measure Form

ACTIVITIES THAT MEET THE EDUCATION OBJECTIVE										
Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline & Targets					
					BL	T1	T2	T3	T4	
1. Project Goal Statement: Infuse global competency in first generation university-bound students.										
A) Create and offer a Regents Scholars Global Certificate program.	A1. Develop global perspective courses and activities.									
	A2. Develop short-term overseas study trips.									
B) Increase global skills/ knowledge survey by 50%.	B1. Provide global perspective courses and activities.									
	B2. Provide opportunities to engage with international students.									
2. Project Goal Statement: Increase undergraduate and graduate student understanding and expertise of conducting business in emerging economies.										
A) Create new study abroad opportunities in emerging market economies for TAMU System and SACs partner schools.	A1. Implement an <i>Emerging Markets Study Abroad</i> series.									
	A2. Develop more hybrid programs with exchange partner schools.									
	A3. Implement a MBA Costa Rica program focused on "green" business practices and Latin American trade issues.									
B) Increase promotion of international opportunities.	B1. Create CIBS Ambassador program for current students to share about their international experiences.									
	B2. Add video testimonials to the CIBS website.									

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3. Project Goal Statement: Establish an undergraduate international business track.										
A) Create and enhance international business courses.	A1. Develop at least seven new international business courses.									
	A2. Infuse international business content into existing courses.									
B) Increase the number of international business certificates granted.	B1. Increase the number of IB courses offered in each business discipline.									
	B2. Add additional exchange partner schools and create new faculty-led programs for more study abroad options.									
	B2. Create the Certificate in Middle East Business.									
4. Project Goal Statement: Strengthen interdisciplinary non-business programs with international business courses and content.										
A) Increase participation in international interdisciplinary opportunities.	A1. Create interdisciplinary study abroad and language learning programs.									
	A2. Create and promote interdisciplinary participation in IB student organizations.									
B) Increase student global competency across all majors.	B1. Infuse courses across various disciplines with IB content.									
	B2. Recruit non-business majors to participate in IB study abroad and student organizations.									
5. Project Goal Statement: Increase Hispanic student participation in international business.										
A) Establish a hispanic international business learning community.	A1. Host Hispanic Leadership and Latin America Business Career forum.									
	A2. Facilitate mentorship program between Hispanic students and CIBE Advisory Council members.									
B) Increase Hispanic/ Spanish-speaking student global competency.	B1. Recruit Hispanic students for IB organizations.									
	B2. Increase number of study abroad programs in Latin and South America.									

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6. Project Goal Statement: Increase number of TAMU students pursuing international internships.										
A) Create an IB internship network.	A1. Host "Go Global with Mays" fair to highlight IB internship opportunities.									
	A2. Create new partnerships with internship providers.									
	A3. Pair students with IB mentors.									
B) Prepare students for IB internships.	B1. Host workshops to prepare students for IB internship applications and interviews.									
	B2. Conduct pre-departure country and cultural training.									
	B3. Increase student global competency.									
7. Project Goal Statement: Create the Mays Global Ambassador Program.										
A) Increase the number of students going abroad by 120 per year.	A1. Monthly informationals about various program options.									
	A2. Weekly office hours at CIBE to visit with students about international opportunities.									
	A3. Participation on Facebook and office blog to include, for example, tips for program selection.									
B) Increase student global competency and career awareness.	B1. Monthly Ambassador training meetings will highlight global areas of significance.									
	B2. Ambassadors will be paired with a CIBS Advisory Board as their mentor.									

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8. Project Goal Statement: Implement new graduate dual degree programs in Germany and Spain.										
A) Increase knowledge of culture and language for Germany and Spain.	A1. Create online resources for German language learning.									
	A2. Enhance online resources for Spanish language learning.									
	A3. Host country-specific seminars.									
B) Increase knowledge of international business for Germany and Spain.	B1. Host speaker series for IB experience in Germany and Spain.									
	B2. Increase study abroad opportunities in Germany and Spain.									
9. Project Goal Statement: Internationalize doctoral business student education.										
A) Increase Ph.D. student global competency.	A1. Provide support for students attending doctoral education symposiums.									
	A2. Create seminar series that focus on various IB areas/issues.									
B) Prepare Ph.D. students for IB academic/corporate careers.	B1. Provide resources for IB research.									
	B2. Provide support for student travel to IB conferences.									
10. Project Goal Statement: Increase undergraduate and graduate MSI student participation in Summer Institutes for language and culture.										
A) Coordinate intensive Arabic, Mandarin and Spanish culture program.	A1. Recruit high school and junior college students region-wide.									
	A2. Host a two-week on-campus "Boot Camp" to provide IB, culture, geopolitics, regional and survival language training.									
B) Increase global competency of MSI students.	B1. Sponsor two, month-long immersion programs in Costa Rica and Uzbekistan.									
	B2. Students will be exposed to native speakers and will visit historical sites and attend cultural events.									

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11. Project Goal Statement: Increase number of students with foreign language proficiency.										
A) Provide training for traditional and less-commonly taught languages.	A1. Create Virtual Language Lab									
	A2. Manage overseas language immersion programs.									
	A3. Implement heritage speakers domestic immersion.									
B) Create supplemental resources to assist with language learning and retention.	B1. Develop online language learning resources.									
	B2. Coordinate language/ speaking partners.									
12. Project Goal Statement: Increase participation in international business student organizations.										
A) Increase members in the International Business Association and Global Business Brigades.	A1. Invite and host IB speakers for various events, including Dialogues with Global Leaders.									
	A2. Recruit at "Go Global with Mays" fair and through Mays Global Ambassadors.									
B) Increase interest in IB and cultural awareness.	B1. Promote participation in the Mays Working Abroad Series.									
	B2. Pair domestic students with international students for intercultural learning.									
13. Project Goal Statement: Provide easy access to international business and cultural information, resources and opportunities through the Mays IB Network.										
A) Establish the Mays IB Network as a timely and helpful IB resource.	A1. Create 30 new IB video library items per year.									
	A2. Post at least 100 times per month on the IB Career blog.									
	A3. Add at least 90 entries to the Speaker's Bureau per year.									
B) Develop IB and cultural competency	B1. Provide and share international activities and opportunities for business majors and minors.									
	B2. Encourage a dialogue between IB network users.									

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14. Project Goal Statement: Increase number of students pursuing an international business career.										
A) Increase the number of students with an international experience.	A1. Increase promotion of international experiences.									
	A2. Expand the international experiences offered.									
B) Increase knowledge of international careers.	B1. Create the Mays Working Abroad Series.									
	B2. Increase promotion of IB organizations.									
	B3. Provide inter-cultural and international business etiquette training and resources.									
	B4. Utilize the CIBS Advisory Board as a resource for IB career connections.									

ACTIVITIES THAT MEET THE RESEARCH OBJECTIVE										
Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline & Targets					
					BL	T1	T2	T3	T4	
15. Project Goal Statement: Determine the cause of and assess the impact of the 2008 economic and financial crises on competitiveness of American business.										
A) Assess effects of the crisis.	A1. Determine prospective impact on U.S. business competitiveness.									
	A2. Determine macro impact on U.S. economy and living standards.									
B) Conduct studies on the credit crisis.	B1. Examine root causes of the crisis.									
	B2. Analyze recommendations of the Frank-Dodd Bill and new requirements set by the Bank of International Settlements in Basle, Switzerland.									

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16. Project Goal Statement: Determine the role of international entrepreneurship and new venture creation in American Global Competitiveness.									
A) Identify key issues in the conduct of global entrepreneurship.	A1. Provide support for international entrepreneurship research and dissemination.								
	A2. Partner with the Center for New Ventures and Entrepreneurship.								
B) Determine leveraging strategies to enhance U.S. business competitiveness.	B1. Conduct research across cultural and national boundaries in the "underground" and "informal" economy.								
	B2. Leverage data collected from 630 entrepreneurs in U.S., France, China and Russia to evaluate the effect of entrepreneur social networks on new venture performance across cultures and institutional environments.								
17. Project Goal Statement: Evaluate the rise of emerging economies and its effect on the globalization of innovation and U.S. competitiveness.									
A) Determine how growth of EE led to increased R&D expenditures and new product development.	A1. Assess US MNE entry strategies in EE innovation.								
	A2. Determine the impact on U.S. MNE performance.								
	A3. Submit EE research outputs in journals, books and presentations.								
18. Project Goal Statement: Advance international management research in Emerging Economies and Multinational Enterprises.									
A) Identify successful strategies for MNEs in entering Emerging Economics (EE).	A1. Determine risk factors to minimize risk and maximize returns in EE.								
	A2. Provide foundation for future doctoral dissertation in EE.								
B) Examine the rise of home-grown MNEs in EE and challenges faced in developing markets	B1. Study co-evolution of and dynamic interaction between emerging markets and multinationals.								
	B2. Publish collection of papers with original ideas and theoretical advances in EE.								

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19. Project Goal Statement: Evaluate the impact of U.S. immigration reform on national security and U.S. competitiveness.									
A) Examine impact of planned immigration reform in the U.S.	A1. Study impact of U.S. immigration policy (IP) on business competitiveness and homeland security.								
	A2. Assess impact of IP on economic, social, agricultural, education, and health issues.								
B) Develop strategic recommendations to advance U.S. competitiveness.	B1. Host symposium to discuss results and impact.								
	B2. Submit research publications.								
20. Project Goal Statement: Determine optimal strategies for 'corporate global citizenship' (CGC).									
A) Investigate optimal degree to which U.S. multinational enterprises (MNEs) can practice environmental "good corporate citizenship" in	A1. Interdisciplinary study to assess ethical and "green" policies, practices, and performance of 75 large MNCs.								
	A2. Determine if environment-friendly MNEs are sustainable.								
B) Develop recommendations for improving CGC and U.S. business competitiveness.	B1. Evaluate IE impact on corporate management structure.								
	B2. Determine strategic ways to advance U.S. competitiveness.								
21. Project Goal Statement: Analyze country institutional environments and their impact on corporate strategies.									
A) Determine how different institutional arrangements of countries impact corporate decision making.	A1. Collect data from managers of more than 800 firms in China, the U.S. and Europe.								
	A2. Measure effectiveness of country institutional environments by regulatory, political, economic, and physical infrastructure dimensions.								

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22. Project Goal Statement: Examine the international dimensions of corporate governance and executive compensation.									
A) Access the global and domestic effects of corporate governance and executive compensation on IB.	A1. Examine how corporate governance structures in different nations affect strategic decisions, employee morale, and business competitiveness.								
	A2. Evaluate the impact of CG/EC on U.S. competitiveness.								
B) Inform faculty and the professional community how CG/EC affect international business.	B1. Co-host a symposium on int'l dimensions of CG/EC with the Mays Center for Human Resource Management.								
	B2. Submit CG/EC findings to research journals; utilize in books and presentations.								
23. Project Goal Statement: Optimize global supply chain and minimize trade diversion in the western hemisphere.									
A) Develop a board crossing model to optimize Mexico-U.S. trade.	A1. Conduct a study to develop a border crossing model tool.								
	A2. Analyze and optimize border crossing cost and security.								
24. Project Goal Statement: Determine the effectiveness of offering IB certification through Massive Open Online Courses (MOOCs).									
A) Identify challenges of offering IB business education through MOOCs.	A1. Conduct a survey within SACS to determine perceptions of using MOOCs in IB learning.								
	A2. Determine potential rates of adoption and level of cultural understanding.								
B) Determine solution to and practicality of offering IB business education through MOOCs.	B1. If practical and effective, CIBS would offer IB certificate courses to MSIs in SACS member business schools in 11 southern states.								
	B2. Determine best practices in development of IB MOOCs.								

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25. Project Goal Statement: Increase research in international business and foreign language.										
A) Provide resources and support for faculty and doctoral IB and foreign language research.	A1. Provide financial support for IB and language research.									
	A2. Assist faculty with obtaining alternate funding.									
B) Promote research for IB, language, area studies and language topics.	B1. Assist faculty with submissions to IB journals.									
	B2. Encourage interdisciplinary research on international topics.									
26. Project Goal Statement: Analyze perceived barriers to study abroad and language learning.										
A) Determine how to motivate business to study abroad.	A1. Identify focus groups and conduct surveys to determine motivation for pursuing study abroad opportunities.									
	A2. Interview employers to determine their experience with and opinion of students who have studied abroad.									
B) Determine how to motivate students to study a language.	B1. Identify focus groups and conduct surveys to determine languages and proficiency level desired.									
	B2. Compare focus group results with foreign language enrollment in U.S. universities.									

Supplement 26

ACTIVITIES THAT MEET THE OUTREACH OBJECTIVE										
Performance Measures	Activities	Data/ Indicators	Frequency	Data Source	Baseline & Targets					
					BL	T1	T2	T3	T4	
27. Project Goal Statement: Enhance international business education training, information, and resources of minority serving institutions.										
A) Assist MSI business schools in internationalizing their faculty.	A1. Provide one-on-one mentoring services to HBCU schools.									
	A2. Provide first-hand cultural and learning experiences to MSI faculty and students through study abroad programs.									
	A3. Identify and develop a regional initiative for Enhancing Global Competence of Faculty and Students in MSIs, HBCUs, and HSIs with Prairie View A&M Univ.									
B) Create the Texas Community College initiative.	B1. Host internationalization programs for Community College faculty.									
	B2. Co-sponsor the annual Globalizing Business Faculty Workshops.									
28. Project Goal Statement: Provide U.S. faculty and doctoral students with domestic opportunities to gain IB and cultural knowledge to incorporate into teaching and research.										
A) Create Washington, D.C. FDIB programs for MSI faculty.	A1. Visit agencies in international trade and development, e.g. EXIM, USDOC, USDA, World Bank.									
	A2. Visit emerging market embassies of BRICS and MIST.									
B) Provide resources for enhancing the instruction of important business languages.	B1. Sponsor CIBE Business Language conference.									
	B2. Sponsor K-12 and Community College Language for Business Conference.									

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29. Project Goal Statement: Provide on-site exposure to U.S. faculty, especially those at MSIs, about cultural, economic and geo-political environments within which businesses operate.										
A) Increase faculty (especially those at MSIs) understanding of IB and cultural issues.	A1. Co-sponsor four FDIB programs.									
	A2. Exposure to foreign universities, businesses, government agencies, U.S. embassies and Chambers of Commerce.									
B) Increase number of faculty and Ph.D. student IB research projects.	B1. Increase knowledge and skills in IB.									
	B2. Increase MSI faculty FDIB participation.									
30. Project Goal Statement: Provide U.S. business executives the skills and knowledge necessary to operate in today's globally competitive business environment.										
A) Increase executive understanding of IB and cultural issues.	A1. Host educational programs and seminars on timely IB, culture, and language topics.									
	A2. Provide easy access with webcasts and podcasts of programs.									
B) Increase knowledge and skills to advance U.S. competitiveness.	B1. Internationalize the Mays Entrepreneurship Bootcamp for Veterans Residency Program.									
	B2. Resources added to the CIBE website.									
31. Project Goal Statement: Prepare small and medium-size U.S. businesses to develop and expand export markets.										
A) Prepare students, executives, faculty, and trade professionals for the NASBITE CGBP exam.	A1. Sponsor the Global Market Series: Export Certification Program.									
	A2. Provide formal training to assist SMEs to successful export.									
B) Increase knowledge and skills to advance U.S. competitiveness.	B1. Participation in Global Market Series.									
	B2. Resources added to the CIBE website.									

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32. Project Goal Statement: Increase foreign language communication competence of students, faculty, and the business community.										
A) Develop "non-credit" language training with the CIBE Virtual Lab.	A1. Create technology-based programs.									
	A2. Provide native speaker tutorials.									
B) Offer teacher-led intensive language courses during the fall and spring semesters.	B1. Develop beginner and intermediate Spanish course.									
	B2. Develop beginner and intermediate French course.									
33. Project Goal Statement: Provide international education training, information, and resources to primary and secondary schools.										
A) Sponsor the Scholastic Assistance for Global Education (SAGE) website.	A1. Develop podcasts on IB and cultural topics (BRICS/MIST countries).									
	A2. Develop an International Economics: Social Studies Teachers Workshops series									
B) Increase knowledge and skills to advance U.S. competitiveness.	B1. Host programs to help internationalize K-12 teachers.									
	B2. Serve on Klein HS International Business Academy board.									
	B3. Sponsor the Young World Scholars program.									

Supplement 27

Texas A&M: Evaluation Plan

TEXAS A&M EVALUATION TEAM

Internal Evaluation Members

Dr. Nancy Simpson, Director, Undergraduate Special Programs, Mays Business School
Dr. Martha Loudder, Assoc. Dean and Director of Mays AACSB assessment (*Education Activities*)
Dr. Lorraine Eden, Management Professor (*Research Activities*)
Dr. Henry Musoma, Director, Regents Scholars Program, CIBE (*Outreach Activities*)
Dr. Victor Arizpe, Professor of Spanish (*Foreign Language/Internship Activities*)

External Evaluator

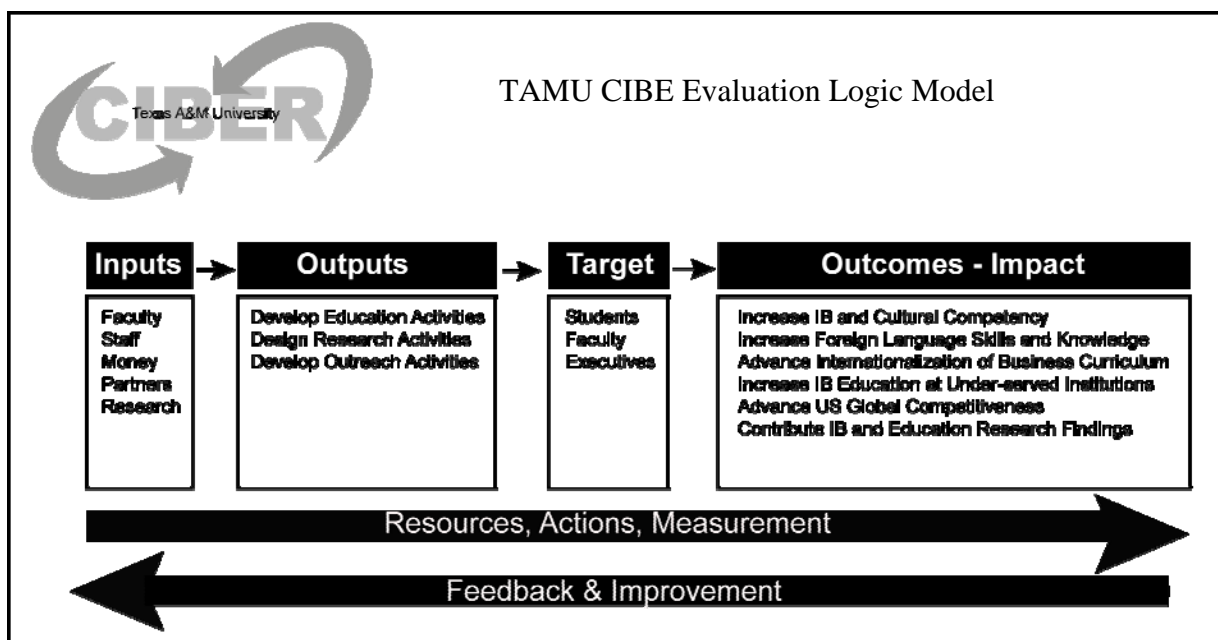
Dr. Robert Hoskisson, George R. Brown Professor of Management, Rice University

Dr. Nancy Simpson, Director of Undergraduate Special Programs at Mays Business School will oversee the CIBE project evaluation team. The **internal evaluation** members will meet in fall, spring and summer semesters to assist with the development and execution of the evaluation process and the implementation of continuous improvement based on the quantitative and qualitative data collected for each *Activity* and input from the *activity leaders*, *Mays AACSB Learning Assurances Program*, *CIBS Advisory Board*, and the *external evaluator*. The **external evaluator**, **Dr. Robert Hoskisson**, Professor of Management at Rice University will visit the TAMU CIBE in year one to benchmark the program and in year four to conduct a comprehensive and objective evaluation of the grant *Activities*. Dr. Hoskisson will report his findings to the TAMU CIBE and DOE in years one and four. The CIBE has committed 8% of the annual DOE budget request during 2014-2018 to support the evaluation process.

The TAMU CIBE will conduct a systematic evaluation (formative and summative) of its 2014-2018 program *Activities* and processes, using objective performance measures, to provide reliable and meaningful quantitative and qualitative evidence about grant operations and outcomes. For each of the 35 *Activities*, specific *outcome goals*, *evaluation criteria*, and *target standards* have been established as outlined in Supplement 19 and this *Evaluation Plan* (Supplement 20). The qualitative and quantitative data collected will be compared to *target standards* to identify favorable and adverse variances. Large variances will be assessed for likely causes, and when necessary, appropriate adjustments to the *Activity* will be implemented. Data collected will be submitted in an annual performance report to the ED and to provide **GPRA** data for the **IRIS** reporting system.

As part of the assessment process for most *Activities*, a pre/post **Global Skills and Knowledge Test** will be administered to provide baseline and outcome data to determine the degree of learning that takes place. A broad-spectrum **Global Skills and Knowledge Test** will be created by the CIBE evaluation team. This test will be available to use as is, or to be modified to meet the pre/post assessment needs of specific *Activities*. Data on **GEPA** populations will be collected as part of the normal assessment process.

An **Evaluation Logic Model** has been developed below to demonstrate the interconnectivity of the inputs, outputs, target, and outcomes of the evaluation process. The inputs, outputs, and outcomes of the 2014-2018 project are described in the proposal narrative, with specific details about the *outcome goals* and *evaluation criteria and target standards* described below for each *Activity*.



ACTIVITIES THAT MEET THE EDUCATION OBJECTIVE

Activity 1: Regents Scholars Global Certificate of Achievement (Dr. Henry Musoma)

Output: Establish Regents Scholars Global Certificate of Achievement

Outcome Goals: Infuse global competency in first generation university-bound students; provide global perspective courses, activities and short-term overseas study trips.

Evaluation Criteria and Target Standards: The target goal is for 50 undergraduate students to enroll in the Regents Scholars Global Certificate of Achievement (RSGCA) program and for 40 of them to earn the Global Certificate of Achievement (GCA) each year. The RSGCA students will be administered the *Global Skills and Knowledge Test* during their orientation and again at the end of their program, with a 50% increase in their global business and cultural skills and knowledge targeted. It is anticipated that 80% of RSGCA students will participate in a ST study abroad program. Data will also be collected to determine the number of the GCA students that go on to participate in the more rigorous 18-hour IB minor/certificate programs. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the Regents Scholars Global Certificate of Achievement Program to provide information and data about the impact and effectiveness of the program and feedback on how it can be improved.

Activity 2: Overseas Immersion: IB and Cultural Programs (Dr. Julian Gaspar)

Output: Provide culture, language and international business overseas immersion programs

Outcome Goals: Increase undergraduate and graduate student understanding and competence of culture, language and IB; increase the number of students studying abroad; implement *Emerging Markets Study Abroad* series; implement MBA Costa Rica program; conduct pre-departure cultural training; increase student global competency and job placement.

Evaluation Criteria and Target Standards: The target goal is for 500 students to enroll in study abroad programs per year at one of the 40 overseas CIBE partner institutions, Mays study abroad programs, TAMU study abroad programs, and independent study programs with third-party providers. The new *Emerging Markets of the 21st*

Century Study Abroad Series will serve 30 students per program (150 students/yr) to Argentina/Brazil, China, India, Russia, and South Africa. The *MBA Spring Break Study Program* in Costa Rica will host 20 students. Students participating in Mays and TAMU overseas programs will be administered the *Global Skills and Knowledge Test* during their pre-departure orientation/training and again at the end of their program, with a 50% increase in their global business and cultural skills and knowledge targeted. Job placement data will be collected at graduation, 5 months and 1 year post graduation. The targeted goal is an 85% job placement upon graduation in their business discipline. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the overseas immersion programs to provide information and data about the impact and effectiveness of the programs and feedback on how they can be improved.

Activity 3: IB Curriculum: New courses, Innovative Tracks and Content Infusion (Dr. Michael Pustay)

Output: Develop new IB and cultural courses, innovative IB tracks and enhance existing courses

Outcome Goals: Increase number of undergraduate and graduate international business courses and undergraduate IB tracks; infuse IB content into existing courses; increase number of IB certificates granted; increase number of students taking the NASBITE CGBP exam; prepare students for international business career opportunities; increase student global competency.

Evaluation Criteria and Target Standards: The target goal is to serve 1200 students/year in international business and culture courses per academic year. In order to provide a broader range of courses with IB, culture, and political content 7 new undergraduate and graduate courses will be developed, 1 new track and the infusion of International Financial Reporting Standards (IFRS) content into 10 existing undergraduate and graduate accounting courses. Students taking IB classes will be administered the Global Skills and Knowledge Test before they start their IB courses and again when they complete them, with a 70% increase in their global business and cultural skills and knowledge targeted. The success of these courses and tracks will be partially judged by enrollment demand and student evaluations. With the new courses, infusion of IFRS content into existing courses, and the new NASBITE CGBP Track, it is anticipated that 80 IB certificates will be awarded per year (Certificate in IB, Certificate in European Union Business, Certificate in Latin American Business, Certificate in Asian Business Studies, and Certificate in Middle Eastern Business). A target has been set to have 20 students/year earn the NASBITE CGBP credential. Job placement data will be collected at graduation, 5 months and 1 year post graduation. The targeted goal is an 85% job placement upon graduation in their business discipline. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the year to provide information and data about the impact and effectiveness of the IB curriculum and feedback on how it can be improved.

Activity 4: Interdisciplinary Globalization Programs for Non-Business Majors (Dr. Martha Loudder)

Output: Deliver interdisciplinary courses, certificates, and degrees

Outcome Goals: Strengthen interdisciplinary programs with IB courses and content, increase interdisciplinary study abroad and language opportunities; increase interdisciplinary participation in student organizations; increase student global competency; strengthen U.S. competitiveness.

Evaluation Criteria and Target Standards: With the wide-variety of interdisciplinary initiatives, a goal has been set to have 600 students impacted and to create new or infuse IB content into 3 interdisciplinary courses/yr. In order to provide a broad range of interdisciplinary knowledge and experience into these programs at least 20 faculty from different disciplines, departments, and colleges will participate. The Mays IB student organizations (IBA and GBB) will be encouraged to increase the number of different majors represented from across campus with a goal of having 25% non-business majors per year. Students participating in interdisciplinary programs will be administered pre and post Global Skills and Knowledge Test, with a 50% increase in their global business and cultural skills and knowledge targeted. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the interdisciplinary programs to provide information and data about the impact and effectiveness of the programs and feedback on how they can be improved.

Activity 5: Empowering the region's Hispanic and Spanish-Speaking Student Population (Dr. Antonio Arreola-Risa)

Output: Establish a Latin America Business Learning Community program for Hispanic and Spanish-Proficient students

Outcome Goals: Increase Hispanic and Spanish-speaking student global competency, create successful Hispanic IB Learning Community and website; quality Hispanic Latin American Business Learning Community activities; host Hispanic Leadership & Latin American Business Career Forum; link those students with IB mentors.

Evaluation Criteria and Target Standards: The target goal is to have a 50 Hispanic & Spanish-speaking Student IB Learning Community (HSSIBLC) members and connect them with an IB mentor each with a goal of 100 mentor contacts per year. An annual Latin American Business Forum will attract over 200 students from TAMU and the region. Students participating in the Latin America Business Learning Community will be administered pre and post Global Skills and Knowledge Test, with a 50% increase in their global business and cultural skills and knowledge targeted. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the HIBC program to provide information and data about the impact and effectiveness of the program and feedback on how it can be improved.

Activity 6: International Business Internship Empowerment (Ms. Katy Lane)

Output: Provide international internship experience to expand career opportunities for business students.

Outcome Goals: Increase number of Mays students doing international internships; effectively coordinate programs and recruit students for internships; host International Internship at “Go Global with Mays” Recruiting Fair; conduct pre-departure country and cultural training; increase student global competency; prepare students for IB career opportunities.

Evaluation Criteria and Target Standards: A target goal is to have 200 business students participate in the International Internship Recruiting Fair in academic year 2015/16. It is anticipated that 20 business students will participate in international internships each year. During pre-departure training, all students will be administered a Global Skills and Knowledge Test and again upon their return from the overseas experience, with a 50% increase in their global business and cultural skills and knowledge targeted. Job placement data will be collected at graduation, 5 months and 1 year post graduation. The targeted goal is an 85% job placement upon graduation in their business discipline. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the internship programs to provide information and data about the impact and effectiveness of the programs and feedback on how they can be improved.

Activity 7: Mays Global Ambassadors (Ms. Katy Lane)

Output: Develop a peer mentor program that would provide study abroad and international internship outreach to business undergraduates that have not traveled outside the U.S.

Outcome Goals: Increase number of students with an overseas study abroad and internship experience; implement successful Mays Global Ambassadors program; increase student global competency and career opportunities.

Evaluation Criteria and Target Standards: The Mays Global Ambassadors program will host 2 major informational meetings each semester with a goal of attracting 30 undergraduate students (120 students/yr) who have never traveled outside the U.S. The two “Ambassadors” will organize those events that would include a panel of business executives providing their views on the importance of overseas study and internship and how to go about obtaining one. The Ambassadors will passionately articulate practical information on: selecting a study abroad and/or internship program; financial planning; incorporation of the overseas experience into degree plan; general security while travelling abroad; and provide their office hours for individual consultation. Panel members will also address political, commercial, and social environment of the region of focus for that evening. Students participating in the Informational will be surveyed the following semester to find out how many of them have signed up for overseas study/internship. A target goal of 50% or 60 students enrolled is set. Feedback from the survey will be conducted, as appropriate, throughout the Mays Ambassadors program to provide information and data about the impact and effectiveness of the program and feedback on how it can be improved.

Activity 8: Dual Degree Programs in Germany and Spain (Dr. Mary Lea McAnally)

Output: Provide Mays MBA students an opportunity to earn a European MS or ME degree

Outcome Goals: Increase student business, culture and language knowledge; expand student global competency and career opportunities; organize successful dual degree programs in Germany and Spain; successfully recruit Mays graduate students to pursue dual degrees.

Evaluation Criteria and Target Standards: A target goal is to recruit 2 students each for the German European Business School and the Zaragoza Logistics Center (Spain) dual degree programs each year. Students will be administered a language skills and knowledge test before they start their overseas dual degree experience and at the conclusion of their program, with a goal of increasing student skills and knowledge by 75%. Dual degree students will be administered a Global Skills and Knowledge Test before they start their overseas dual degree studies and again when they complete their studies, with a 30% increase in their global business and cultural skills and knowledge targeted. Job placement data will be collected at graduation, 5 months and 1 year post graduation. The targeted goal is a 90% job placement upon graduation in their business discipline. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the dual degree program to provide information and data about the impact and effectiveness of the program and feedback on how it can be improved.

Activity 9: Internationalization of Business Doctoral Students (Dr. Lorraine Eden)

Output: Facilitate an interest, knowledge base, and research focus on international business by doctoral students

Outcome Goals: Increase Ph.D. student global competency; successfully prepare Ph.D. students for IB academic opportunities; host effective Internationalizing Doctoral Education in Business symposium; implement the CIBE Doctoral Research Fund to provide support for Ph.D. students.

Evaluation Criteria and Target Standards: A target goal is for 80 Ph.D. students/yr to attend the Internationalizing Doctoral Education in Business (IDEB) symposium to be conducted in conjunction with the AIB annual meetings when in the U.S. in 2016 and 2018. Financial awards will be granted to 14 doctoral students per year to support IB research and to develop IB knowledge. Students participating in the doctoral education development programs will be administered pre and post Global Skills and Knowledge Test, with a 35% increase in their global business and cultural skills and knowledge targeted. Job placement data will be collected at graduation, 5 months and 1 year post graduation. The targeted goal is an 85% job placement upon graduation at a university or corporation in their business discipline. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the doctoral program to provide information and data about the impact and effectiveness of the program and feedback on how it can be improved.

Activity 10: Summer Culture and Language Institute for State-wide and Regional MSIs (Dr. Julian Gaspar)

Output: Deliver intensive culture and foreign language training for undergraduate and graduate students of MSIs in the 11-state SACS region.

Outcome Goals: Increase student global competency and the cultural awareness of MSI students located in the Southern Association of Colleges and Schools (SACS) that covers the 11 southern states of which TAMU is a member; effectively manage and recruit students region-wide; and successfully organize the intensive Arabic, Mandarin and Spanish language and culture programs in Dubai, China and Mexico.

Evaluation Criteria and Target Standards: A target goal is to have a total of 300 university and community college students from MSIs in southern U.S. All students taking language classes will be administered a pre and post language skills and knowledge test, with a goal of increasing student skills and knowledge by 30%. All students participating in an Institute will be administered a Global Skills and Knowledge Test at orientation and at the closing session on the last day, with a 35% increase in their global business and cultural skills and knowledge targeted. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the Institute programs to

provide information and data about the impact and effectiveness of the programs and feedback on how they can be improved.

Activity 11: Foreign Language Training, Virtual Language Lab, and Immersion Programs (Dr. Kristopher Muir)

Output: Provide undergraduate and graduate students the opportunity to gain cultural and language competency in common foreign languages and less commonly taught languages (LCTL) as well.

Outcome Goals: Increase number of students with foreign language proficiency; create CIBE Virtual Language Lab; provide training for traditional and less-commonly-taught languages; manage domestic heritage speakers and overseas language immersion programs.

Evaluation Criteria and Target Standards: The CIBE expects to provide 200 students foreign language training per year through technology-based, teacher-led instruction and immersion programs. The overseas immersion language programs have targeted to serve 40 students per year. A target has been set to provide 20 different languages per year, of which 6 will be less-commonly taught languages, through technology-based methods and native language tutors. All students will be administered a language skills and knowledge test before they start each language course and at the conclusion of each training course, with a goal of increasing student skills and knowledge by 75%. The targeted goal is to have 60 students participate in a heritage speaker's domestic immersion program each year and for approximately 40% (25 students) to focus on less-commonly taught languages. A goal of the CIBE Virtual Language Lab is to serve 500 students per year, formally and informally. Students will also be encouraged to take the appropriate language credentialing exams, with a goal of having 40 students per year (approximately 10%) becoming credentialed. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the language training programs to provide information and data about the impact and effectiveness of the programs and feedback on how they can be improved.

Activity 12: Student Organizations: IB, Culture, and Networking (Ms. Katy Lane)

Output: Create opportunities for students to network with IB professionals, foreign students, and others with IB and cross-cultural interests

Outcome Goals: Increase student global competency; increase number of members of student IB organizations; invite and host dynamic IB speakers for organizational events; assist with Go Global with Mays Forum, Mays Global Ambassadors, Passport Desk; recruit students for the Mays Working Abroad Series.

Evaluation Criteria and Target Standards: A target goal is to recruit 150 student members (IBA-100; Global Business Brigades-50) and to host 16 dynamic speakers each year. It is anticipated that 25% (~ 40 students) of the members will study abroad each year. The Go Global with Mays Forum anticipates having 200 students attending each year and the Mays Global Business Panel will target 120 students and their parents (100 Moms/Dads) for Parents Weekend. The Passport Desk plans to assist 100 students each year with their passport application. Student organization members will be administered a Global Skills and Knowledge Test at the first of the year and again at the end of the year, with a 25% increase in their global business and cultural skills and knowledge targeted. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the student organization programs to provide information and data about the impact and effectiveness of the programs and feedback on how they can be improved.

Education Activity 13: Mays IBnetwork for Students, Faculty and Executives (Dr. Kristopher Muir)

Output: Create the Mays IBnetwork with easy access to IB and cultural information, resources, and opportunities

Outcome Goals: Increase access to IB and cultural information, resources, and opportunities; develop a model Mays IBnetwork, with an IBcareer Blog and an IB and Cultural Competency Speaker's Bureau database; increase IB Video Library holdings.

Evaluation Criteria and Target Standards: A target goal of 1,000 IBnetwork members/yr, 30 new IB Video Library additions per year, and 100 IBcareer Blog postings/month. It is anticipated that 90 experts will register with the IB and Cultural Competency Speaker's Bureau database per year and that approximately 60% of them will be asked to give presentations in classes, programs, and conferences on campus. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the doctoral program to provide information and data about the impact and effectiveness of the program and feedback on how it can be improved.

Activity 14: Mays Working Abroad Series (Ms. Lisa Burton)

Output: Facilitate inter-cultural and international business etiquette training and resources to students seeking careers in international business

Outcome Goals: Increase global competency of IB students; increase number of IB students that end up with IB career; increase number of business students studying abroad in IB programs; increase number of IB students participating in IB internships; increase number of IB students joining IBA & GBB student organizations.

Evaluation Criteria and Target Standards: To increase the global competence of International Business students, a target goal has been set to serve 50 IB students attend each Working Abroad Series each semester. These IB students will be administered a *Global Skills and Knowledge Test* before they start their first Working Abroad event each semester and again when they complete their Working Abroad activities at the end of that semester, with a 60% increase in their global business and cultural skills and knowledge targeted. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout their IB programs to provide information and data about the impact and effectiveness of the programs and feedback on how they can be improved.

ACTIVITIES THAT MEET THE RESEARCH OBJECTIVE

Research Activity 15: Impact of American Credit Crisis on U.S. Competitiveness -Key Issues

Activity 15a: The Global Economic Crisis and Its Impact on U.S. Firms (Dr. Michael Hitt)

Output: Share research findings and make recommendations

Outcome Goals: Evaluate impact of global financial crisis on U.S. competitiveness; create and disseminate new knowledge and strategic recommendations to advance U.S. competitiveness.

Evaluation Criteria and Target Standards: A target goal has been set to create 5 research outputs per year in the form of journal articles, book chapters, or professional presentations and to have a total of 120 participants per year in the audience of the presentation(s) on the *Current Global Economic Crisis*. Feedback received about published items and during presentations will be recorded and evaluated to assess the impact and effectiveness of this line of research and will be used to make appropriate adjustments or to stimulate new research projects.

Activity 15b: The Financial Crisis, Frank-Dodd Bill, and U.S. Banks' Global Competitiveness (Drs. James Kolari and Huafeng Chen)

Output: Share research findings and make recommendations

Outcome Goals: Evaluate causes and consequences of credit crisis on U.S. economy; provide recommendations to prevent recurrence of crises; create and disseminate new knowledge and strategic recommendations to advance U.S. financial sector competitiveness.

Evaluation Criteria and Target Standards: A target goal has been set to create 5 research outputs per year in the form of journal articles, book chapters, or professional presentations and to have a total of 200 participants per year in the audience of the presentation(s) on the *Aftermath of the Global Credit Crisis and its Consequences for the Financial System*. Feedback received about published items and during presentations will be recorded and evaluated to assess the impact and effectiveness of this line of research and will be used to make appropriate adjustments or to stimulate new research projects.

Activity 16: The Role of Intl Entrepreneurship and New Venture Creation in American Competitiveness (Drs. Michael Hitt, Duane Ireland and Richard Lester)

Output: Share research findings and make recommendations

Outcome Goals: Identification of key global entrepreneurship variables; determine role of key variables on U.S. global competitiveness; examine informal GE activities transition to formal economy; develop strategic recommendations to advance U.S. competitiveness.

Evaluation Criteria and Target Standards: A target goal has been set to create 10 research outputs per year in the form of journal articles, book chapters, or professional presentations and to have a total of 125 participants per year in the audience of the presentation(s) on the *Role of International Entrepreneurship and New Venture Creation in American Competitiveness*. Feedback received about published items and during presentations will be recorded and evaluated to assess the impact and effectiveness of this line of research and will be used to make appropriate adjustments or to stimulate new research projects.

Activity 17: Advances in International Management 2015 Volume: Emerging Economies and Multinational Enterprises (Dr. Laszlo Tihanyi)

Output: Share research findings and make recommendations for future research in IB

Outcome Goals: Determine successful strategies in entering emerging economies; determine how to minimize risk and maximize ROI in emerging economies; develop strategic recommendations to advance U.S. competitiveness; provide foundation for future doctoral dissertations and research on emerging economies.

Evaluation Criteria and Target Standards: A target goal has been set to create 15 research papers with original ideas each year in the form of journal articles, book chapters, or professional presentations and to have a total of 120 participants per year in the audience of the presentation(s) on Effective Strategies for Acquiring Privatized Chinese Enterprises. Feedback received about published items and during presentations will be recorded and evaluated to assess the impact and effectiveness of this line of research and will be used to make appropriate adjustments or to stimulate new research projects.

Activity 188: Impact of Homeland Security Policies on U.S. Global Business Competitiveness (Dr. Julian Gaspar)

Output: Share research findings and make recommendations

Outcome Goals: Assess effect of homeland security (HS) policies on U.S. business competitiveness; determine if unintended results and barriers have been created; develop strategic recommendations to advance U.S. competitiveness.

Evaluation Criteria and Target Standards: A target goal has been set to create 5 research outputs per year in the form of journal articles, book chapters, or professional presentations and to have a total of 90 participants per year in the audience of the presentation(s) on the Impact of Homeland Security Policies on U.S. Global Business Competitiveness. Feedback received about published items and during presentations will be recorded and evaluated to assess the impact and effectiveness of this line of research and will be used to make appropriate adjustments or to stimulate new research projects.

Activity 19: Impact of U.S. Immigration Reforms on National Security and U.S. Competitiveness (Drs. Leonard Bierman and Ramona Paetzold)

Output: Share research findings and make recommendations

Outcome Goals: Study impact of U.S. immigration policy (IP) on business competitiveness and homeland security; assess impact of IP on economic, social, agriculture, education, and health issues; develop strategic recommendations to advance U.S. competitiveness.

Evaluation Criteria and Target Standards: A target goal has been set to create 10 research outputs per year in the form of journal articles, book chapters, or professional presentations and to have a total of 110 participants per year in the audience of the presentation(s) on Security and Competitiveness Dimensions of U.S. Immigration. Feedback received about published items and during presentations will be recorded and evaluated to assess the impact and effectiveness of this line of research and will be used to make appropriate adjustments or to stimulate new research projects.

Activity 20: Environmental/Green Social Responsibility and MNE Competitiveness (Drs. Lorraine Eden and Clair Nixon)

Output: Share research findings and make recommendations

Outcome Goals: Determine optimal strategies for 'corporate global citizenship' (CGC); assess ethical/green policies of 75 MNCs; develop recommendations for improving CGC and US business competitiveness.

Evaluation Criteria and Target Standards: A target goal has been set to create 10 research outputs per year in the form of journal articles, book chapters, or professional presentations and to have a total of 150 participants per year in the audience of the presentation(s) on *Environmental/Green Social Responsibility and Economic Competitiveness*. Feedback received about published items and during presentations will be recorded and evaluated to assess the impact and effectiveness of this line of research and will be used to make appropriate adjustments or to stimulate new research projects.

Activity 21: Country Institutional Environments and their Impact on Corporate Strategies (Dr. Michael Hitt)

Output: Share research findings and make recommendations

Outcome Goals: Compare institutional environments (IE) in different countries; determine management issues associated with IEs; evaluate IE impact on corporate management structure and decisions; develop strategic recommendations to advance U.S. competitiveness.

Evaluation Criteria and Target Standards: A target goal has been set to create 10 research outputs per year in the form of journal articles, book chapters, or professional presentations and to have a total of 90 participants per year in the audience of the presentation(s) on *Country Institutional Environments: Measurement and Impact on Management*. Feedback received about published items and during presentations will be recorded and evaluated to assess the impact and effectiveness of this line of research and will be used to make appropriate adjustments or to stimulate new research projects.

Activity 22: International Dimensions of Corporate Governance and Executive Compensation Policies (Drs. Ricky Griffin and Wendy Boswell)

Output: Share research findings and make recommendations

Outcome Goals: Assess effect of corporate governance (CG) on world business; determine impact of executive compensation (EC) on IB; compare differences in CG/EC policies among nations; evaluate the impact of CG/EC on U.S. competitiveness; co-host a symposium on international dimensions of CG/EC.

Evaluation Criteria and Target Standards: A target goal has been set to create 5 research outputs per year in the form of journal articles, book chapters, or professional presentations and to have a total of 90 participants per year in the audience of the presentation(s) on the International Dimensions of Corporate Governance and Executive Compensation Policies. A target goal of 150 people attending the CG/EC symposium has been set. Feedback received about published items and during presentations will be recorded and evaluated to assess the impact and effectiveness of this line of research and will be used to make appropriate adjustments or to stimulate new research projects.

Activity 23: Optimizing Global Supply Chain to Minimize Trade Diversion in the Western Hemisphere (Dr. Xen Koufterous)

Output: Share research findings and make recommendations

Outcome Goals: Create model to optimize U.S.-Mexico border crossing cost (BCC); determine balance between supply chain efficiency and security issues; develop strategic recommendations to advance U.S. competitiveness.

Evaluation Criteria and Target Standards: A target goal has been set to create 10 research outputs per year in the form of journal articles, book chapters, or professional presentations and to have a total of 110 participants per year in the audience of the presentation(s) on *Optimizing Border Crossing Operating Cost*. Feedback from Department of Homeland Security and about published items and during presentations will be recorded and evaluated to assess the impact and effectiveness of this line of research and will be used to make appropriate adjustments or to stimulate new research projects.

Activity 24: Effectiveness of offering IB Certification Utilizing Massive Open On-line Courses (MOOCS) (Dr. Madhav Pappu)

Output: Share research findings and make recommendations especially to MSIs

Outcome Goals: Evaluate perceptions, cost, operation, and delivery of educational and communication technologies (ECT) in international business education; develop strategic recommendations to advance IB education at MSIs.

Evaluation Criteria and Target Standards: A target goal has been set to create 7 research/policy papers for dissemination in SACS institutions. Feedback for SACS institutions will be sought with the ultimate goal of either moving forward with MOOCS or rejecting the idea for its impracticality.

Activity 25: Support for Faculty and Doctoral Student IB and Foreign Language Research (Dr. Julian Gaspar)

Output: Facilitate IB, language, area studies, and other appropriate research by faculty and doctoral students

Outcome Goals: Increase number of research projects/dissertations with an IB focus; provide support for Ph.D. dissertation and faculty IB research; increase number of international business research projects receiving external funding; encourage interdisciplinary research on international topics.

Evaluation Criteria and Target Standards: A target goal is to fund 10 faculty and doctoral student international business research projects per year and to assist with the receiving of 10 external funded IB research projects. Of the CIBE sponsored research projects a goal has been set to create 25-30 research outputs per year in the form of journal articles, book chapters, or professional presentations. The CIBE will also provide support for 6 databases per year.

Activity 26: Analyzing Perceived Barriers to Studying Abroad and Language Learning (Dr. Theresa Murphrey and Ms. Katy Lane)

Output: Share research findings and make recommendations

Outcome Goals: Determine motivational factors to study abroad and foreign language learning (FL); evaluate overseas program/language selection and competency level desired; compare and contrast minority and non-minority biz students.

Evaluation Criteria and Target Standards: A target goal has been set to create 5 research outputs per year in the form of journal articles, book chapters, or professional presentations and to have a total of 200 participants per year in the audience of the presentation(s) on the Incentives and Disincentives to Studying Abroad and Language Learning by Business Students. Feedback received about published items and during presentations will be recorded

and evaluated to assess the impact and effectiveness of this line of research and will be used to make appropriate adjustments or to stimulate new research projects.

ACTIVITIES THAT MEET THE OUTREACH OBJECTIVE

Activity 27: Internationalization of Minority-Serving Institutions (MSI) and Community Colleges (Dr. Julian Gaspar)

Output: Facilitate the globalization of faculty and business programs at minority-serving universities (HBCU, HSI, and others) and community colleges

Outcome Goals: Assist regional (SACS) and national minority-serving business school faculty internationalize (including HBCU, HSI, and others) their programs; host exploratory HSI Roundtable; create Texas Community College Initiative; host effective internationalization programs for community college faculty.

Evaluation Criteria and Target Standards: The Enhancing Global Competence of Faculty and Students in Minority Serving Institutions (MSI) program has a target goal to assist 10 Minority-Serving schools and 60 faculty every year through FDIB, conferences, roundtables and workshops. The Texas Community College Initiative has set a target goal to provide training to over 100 faculty every year. All participants of the MSI and Community College programs will be administered a pre/post test, with a goal of demonstrating a 50% increase in skills and knowledge. All participants will also be asked to fill out a program evaluation that will be used to provide information and data about the impact and effectiveness of the programs. Participants that access the technology-based programs will be asked to fill out a different survey that will be used to evaluate the impact and effectiveness of that delivery method.

Activity 28: Domestic - Faculty/Ph.D. Student FDIB and Language Programs (Dr. Kristopher Muir)

Output: Develop domestic faculty development in IB programs to provide knowledge and information that can be used to facilitate IB teaching and research

Outcome Goals: Increase knowledge and skills to advance U.S. competitiveness; increase faculty & Ph.D. students IB & cultural knowledge; increase minority-serving institution faculty FDIB participation; provide faculty and Ph.D. candidates programs on timely topics.

Evaluation Criteria and Target Standards: A target goal is to serve over 200 faculty per year including at least 20 Ph.D. students and 100 Minority-Serving Institution faculty, in the following programs: Washington, D.C. FDIB for minority serving Institutions faculty (20); CIBE Business Language Conference (120); K-12 Language/Culture Workshops for C.C. Faculty(60). All seminar and conference participants will be administered a pre/post survey, with a goal of demonstrating a 30% increase in skills and knowledge. All participants will also be asked to fill out a program evaluation that will be used to provide information and data about the impact and effectiveness of the program. Participants that access the technology-based programs (videoconferences, podcasts, etc.) will be asked to fill out a different survey that will be used to evaluate the impact and effectiveness of that delivery method.

Activity 29: Overseas – Faculty Development in International Business (FDIB) Programs (Dr. Julian Gaspar)

Output: Develop overseas programs to educate faculty about foreign business, cultural, economic, and political environments

Outcome Goals: Increase faculty understanding of IB and cultural issues; increase knowledge and skills to advance U.S. competitiveness; increase minority-serving institution faculty FDIB participation; increase number of faculty and Ph.D. student IB research projects.

Evaluation Criteria and Target Standards: A target goal has been set to provide an opportunity for 100 faculty and doctoral students to take part in one of four faculty development in international business enhancement programs each year. In addition, a target goal is to have 20 faculty from minority-serving institutions participate each year. It is anticipated that 50 new IB course content items and 10 new international business research projects

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will be initiated by faculty attending FDIB programs. A target goal is for 12 Mays faculty to teach overseas each year through the Center for Executive Development overseas programs in Brazil, Egypt, Malaysia, Mexico, UAE, Russia and UK. All faculty and doctoral students will be administered the Global Skills and Knowledge Test at the beginning of each FDIB program and again at the end, with a 30% increase in their global business and cultural skills and knowledge targeted. Focus groups, interviews, and surveys will be conducted during the FDIB programs to provide information and data about the impact and effectiveness of the program and feedback on how they can be improved.

Activity 30: IB Seminars and Conferences for U.S. Executives (Dr. Ben Welch)

Output: Develop IB seminars, workshops and conferences for U.S. executives

Outcome Goals: Increase executive understanding of IB and cultural issues; increase knowledge and skills to advance U.S. competitiveness; host educational programs on timely IB, culture, and language topics; provide easy access with webcasts and podcasts of programs.

Evaluation Criteria and Target Standards: A target goal has been set to host 12 half-day to 3-day in-depth seminars and conferences abroad on timely international business issues for executives each year, impacting at least 200 participants. All seminar and conference participants will be administered a pre/post survey, with a goal of demonstrating a 25% increase in skills and knowledge. All participants will also be asked to fill out a program evaluation that will be used to provide information and data about the impact and effectiveness of the program. Participants that access the technology-based programs (videoconferences, podcasts, etc.) will be asked to fill out a different survey that will be used to evaluate the impact and effectiveness of that delivery method.

Activity 31: Global Market Series: Export Certification Program (Mr. Ron Chandler)

Output: Deliver educational programs to prepare U.S. business professionals and students to export and to take the NASBITE CGBP™ exam

Outcome Goals: Increase knowledge and skills to advance U.S. competitiveness; provide formal training to assist SMEs to successful export; host effective Global Market Series: Export Certification Program; successfully prepare students, executives, faculty, and trade professionals for the NASBITE CGBP™ exam.

Evaluation Criteria and Target Standards: A target goal has been set to serve 150 executives with the Global Market Series per year which will assist them with exporting their products. It is anticipated that 50 executives, trade professionals, and students taking the Global Market Series training will take the NASBITE CGBP™ exam each year. Global Market Series participants will also have access to the online NASBITE CGBP™ Prep Podcasts (A5) as they become available. All participants of the Global Market Series program will be administered a pre/post test, with a goal of demonstrating a 50% increase in skills and knowledge. All participants will also be asked to fill out a program evaluation that will be used to provide information and data about the impact and effectiveness of the programs. Participants that access the technology-based programs will be asked to fill out a different survey that will be used to evaluate the impact and effectiveness of that delivery method.

Activity 32: Foreign Language/Culture Training and Immersion (Dr. Kristopher Muir)

Output: Develop non-credit programs to provide foreign language communication competence of students, faculty, and the business community

Outcome Goals: Increase number of participants with foreign language proficiency; provide effective non-credit training for traditional and less-commonly-taught languages and culture; provide effective immersion programs for traditional & less-commonly-taught (LCT) languages.

Evaluation Criteria and Target Standards: The foreign language and culture outreach program has set a targeted goal to serve 150 people per year. A target has been set to provide 27 different language courses per year, of which 8 will focus on less-commonly taught languages, through technology-based methods and native language tutors. All students will be administered a language skills and knowledge test before they start each language course and at the

conclusion of each training course, with a goal of increasing student skills and knowledge by 50%. A target goal is to have 30 people participate in language immersion programs per year and 300 faculty attend the *CIBE Business Language Conference* and the *Business Communication for Language Teachers Symposium* in the years offered. Focus groups, interviews, and surveys will be conducted, as appropriate, throughout the language training programs to provide information and data about the impact and effectiveness of the program and feedback on how it can be improved.

Activity 33: K-12 Global Resources and Training for Teachers and Students (Dr. Larry Wolken)

Output: Develop: International education training, information, and resources for primary and secondary teachers and students

Outcome Goals: Host programs to assist in the internationalization of K-12 teachers; develop podcasts on timely IB and culture topics (BRIC countries); serve on Klein HS International Business Academy Board; sponsor students to attend the Young World Scholars Program; increase knowledge and skills to advance U.S. competitiveness.

Evaluation Criteria and Target Standards: A target goal has been set to serve over 2,000 teachers and students on the SAGE website each year. Eight new *podcasts* on the BRIC and MIST countries will be developed in year one and four podcasts will be developed each year on timely international business and culture topics. It is estimated that 300 podcasts will take place each year. Two Mays undergraduate students will receive EU scholarships to develop educational materials. A train-the-trainer *Using Technology-based Resources to Globalize the Classroom* will be delivered at Klein High School with a target goal of serving 50 teachers. The *Young World Scholars Program* has set a target goal of hosting 150 regional students per year. The *International Economics: Social Studies Teachers Workshops* will serve 100 teachers each year. All participants of the conferences and workshops will be administered a pre/post test, with a goal of demonstrating a 30% increase in skills and knowledge. All participants will also be asked to fill out a program evaluation that will be used to provide information and data about the impact and effectiveness of the programs. Participants that access the podcasts will be asked to fill out a different survey that will be used to evaluate the impact and effectiveness of that delivery method.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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Budget Narrative: Project Year 1			U.S. Dept. of Education Project Year 1 2014-2015				Texas A&M University Project Year 1 2014-2015				Total Year 1
Budget Category	Activity No.		%/No.	Unit Costs	Employ. Period	Total Costs	%/No.	Unit Costs	Employ. Period	Total Costs	
		PROG. DEVELOPMENT/ADMINISTRATION (Adm)									
1	Adm	Exec. Director - Gaspar	40%	13,381	12	64,230	40%	13,381	12	64,228	128,457
1	Adm	Education - Pustay					5%	17,413	9	7,836	7,836
1	Adm	Research - Eden					5%	18,882	9	8,497	8,497
1	Adm	Program Coordinator - Lane	50%	3,777	12	22,660	50%	3,777	12	22,660	45,319
1	Adm	Business Administrator - Loudat	50%	3,605	12	21,630	50%	3,605	12	21,630	43,260
1	Adm	Business Associate - Ethridge	50%	2,001	12	12,008	50%	2,001	12	12,008	24,016
		Subtotal Full-time Personnel				120,527				136,858	257,386
2	Adm	Fringe Benefits - Full-time personnel @ 17.7%				21,333				24,224	45,557
2	Adm	Group Medical - Gaspar @ \$591/mo	40%	591	12	2,837	40%	591	12	2,837	5,674
2	Adm	Group Medical - Pustay @ \$591/mo				0	5%	591	9	266	266
2	Adm	Group Medical - Eden @ \$591/mo				0	5%	591	9	266	266
2	Adm	Group Medical - Lane @ \$591/mo	50%	591	12	3,546	50%	591	12	3,546	7,092
2	Adm	Group Medical - Loudat @ \$591/mo	50%	591	12	3,546	50%	591	12	3,546	7,092
2	Adm	Group Medical - Ethridge @ \$591/mo	50%	591	12	3,546	50%	591	12	3,546	7,092
2.2	Adm	Fringe Benefits - Student Workers @ 10%				800				700	1,500
2.2	Adm	Group Medical - Grad. Assistant @ \$236/mo				0				0	0
3	Adm	Prog. Dev/Admin. Travel - foreign	1	4,000		4,000	1	4,000		4,000	8,000
3	Adm	Prog. Dev./Admin. Travel - domestic	6	1,250		7,500				0	7,500
3	Adm	External Prog. Evaluation travel		1,000		1,000				0	1,000
8	Adm	External Evaluator: Hoskisson		5,000		5,000				0	5,000
5	Adm	Supplies (Computer Supplies, printing, subscriptions, etc.)		8,000		8,000				0	8,000
8	Adm	Other Program Evaluation expenses		15,000		15,000				0	15,000
8	Adm	Language/Culture Prog. Management - Arizpe/Ayari		7,000		7,000				0	7,000
8	Adm	Program Evaluation - Simpson		5,000		5,000				0	5,000
	Adm	Subtotal Program Dev. Costs				208,635				179,789	388,425
		EDUCATION PROGRAMS									
8	1	RSGCA - student sup. for Costa Rica, France, Ghana/S.Africa				0	36	2,000		72,000	72,000
3	1	RSGCA - travel sup. for Costa Rica, France, Ghana/S.Africa	3	4,000		12,000		0		0	12,000
8	1	RSGCA - materials for Costa Rica, France, Ghana/S.Africa		500		500		0		0	500
		Subtotal Activity 1				12,500				72,000	84,500
3	2	Overseas Immersion: faculty travel to S. Africa		4,000		4,000		0		0	4,000
3	2	Overseas Immersion: faculty travel to Costa Rica		2,000		2,000		0		0	2,000
8	2	Overseas Immersion: scholarships Emerging Mkts.		0		0	80	500		40,000	40,000
8	2	Overseas Immersion: scholarships to Costa Rica		0		0	10	500		5,000	5,000
		Subtotal Activity 2				6,000				45,000	51,000
8	3	IB Curriculum development					1	5,000		5,000	5,000
8	3	Middle East certificate program development: faculty	1	8,000		8,000		0		0	8,000
8	3	NASBITE CGBP Exam	20	125		2,500		0		0	2,500
		Subtotal Activity 3				10,500				5,000	15,500
8	5	Promotional materials for hispanic student outreach		1,000		1,000		0		0	1,000
		Subtotal Activity 5				1,000				0	1,000
3	6	IB Internships: student travel support (Global)	20	1,000		20,000	20	800		16,000	36,000
		Subtotal Activity 6				20,000				16,000	36,000
1.1	7	Mays Global Ambassadors: Student worker	2	1,500		3,000		0		0	3,000
		Subtotal Activity 7				3,000				0	3,000
8	8	Study abroad scholarships		0		0	2	2,000		4,000	4,000
		Subtotal Activity 8				0				4,000	4,000
3	9	Doctoral student travel to Costa Rica	1	750		750		0		0	750
8	9	Doctoral student participation in FDIB program		0		0	1	1,500		1,500	1,500
		Subtotal Activity 9				750				1,500	2,250
3	10	Travel cost to set up Uzbek program		0		0		0		0	0
8	10	Student participation support for Costa Rica boot camp		0		0		0		0	0
		Subtotal Activity 10				0				0	0
1	11	Foreign Language Training: student worker		0		0	1	7,000		7,000	7,000
5	11	Virtual training programs and software		1500		1,500		0		0	1,500
8	11	Language tutorials	5	500		2,500		0		0	2,500
8	11	Language immersion scholarships	5	500		2,500		0		0	2,500
		Subtotal Activity 11				6,500				7,000	13,500
1.1	13	IBnetwork student worker	1	5000		5,000		0			5,000
8	13	IBnetwork other services and videos		0		0		800		800	800
		Subtotal Activity 13				5,000				800	5,800

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Budget Narrative: Project Year 1			U.S. Dept. of Education Project Year 1 2014-2015				Texas A&M University Project Year 1 2014-2015				Total Year 1
Budget Category	Activity No.		%/No.	Unit Costs	Employ. Period	Total Costs	%/No.	Unit Costs	Employ. Period	Total Costs	
		RESEARCH ACTIVITIES									
8	15	American Credit Crisis on US Competitiveness	2	1500		3,000		0		0	3,000
		Subtotal Activity 15				3,000				0	3,000
8	16	Role of Int'l Entrep. on Amer. Global Comp. support	1	1500		1,500		0		0	1,500
		Subtotal Activity 16				1,500				0	1,500
8	17	Rise of Emerging Economies... research support	1	1000		1,000		0		0	1,000
		Subtotal Activity 17				1,000				0	1,000
3	18	Emerging Economies & Multinational Enter. travel	1	1500		1,500		0		0	1,500
		Subtotal Activity 18				1,500				0	1,500
8	20	Impact of Immigration Reform on Nat'l Security	1	1,500	0	1,500		0		0	1,500
		Subtotal Activity 19				1,500				0	1,500
8	21	Environ./Green Social Resp. and MNE Competitiveness		0		0		0		0	0
		Subtotal Activity 20				0				0	0
8	22	Country Institutional Envir. and Impact on Corp. Strgy		0		0		0		0	0
		Subtotal Activity 21				0				0	0
8	23	Int'l Dimensions of Corp. Gov. and Exec. Compensation		0		0		0		0	0
		Subtotal Activity 22				0				0	0
8	24	Optimizing Global Supply Chain - research support		0		0		0		0	0
		Subtotal Activity 23				0				0	0
8	25	Effectiveness of Offer IB Certification Utilizing MOOCs		0		0		0		0	0
		Subtotal Activity 24				0				0	0
3	26	Faculty & Doctoral Student & Foreign Lang. - travel	5	1000		5,000	5	1000		5,000	10,000
8	26	Faculty & Doctoral Student & Foreign Lang. - research	4	500		2,000		0		0	2,000
		Subtotal Activity 25				7,000				5,000	12,000
8	28	Analyzing Perceived Barriers to Studying Abroad support		1500		1,500		0		0	1,500
		Subtotal Activity 26				1,500				0	1,500
		OUTREACH ACTIVITIES									
3	29	Internationalizing minority-serving prog. - faculty travel	2	750		1,500		0		0	1,500
3	29	Texas Community Colleges Global Init. - faculty travel	3	500		1,500		0		0	1,500
8	29	Co-Sponsorship of Globalizing MSI programs		6000		6,000		0		0	6,000
8	29	MSI Faculty support		4000		4,000		0		0	4,000
8	29	IB Institutes for Community Col. Faculty Development		1000		1,000		0		0	1,000
		Subtotal Activity 27				14,000				0	14,000
3	30	FDIB & Language programs - Travel support	4	750		3,000		0		0	3,000
8	30	CIBER Business Language conference support		1000		1,000		0		0	1,000
8	30	Business Communication for language Teachers conf		500		500		0		0	500
8	30	K-12 Language for Business conference		500		500		0		0	500
8	30	Business Language/Culture Workshops		2000		2,000		0		0	2,000
8	30	MSI support for NAFSA conference		4000		4,000		0		0	4,000
		Subtotal Activity 28				11,000				0	11,000
3	31	FDIB travel support		0		0		2,000		2,000	2,000
3	31	Travel support for TAMU CIBER Sponsored MSI's		4000		4,000		0		0	4,000
8	31	Support for CIBER co-sponsored FDIB programs	4	1000		4,000		0		0	4,000
		Subtotal Activity 29				8,000				2,000	10,000
8	33	Global Market Series: Export Cert. program support		0		0		2,000		2,000	2,000
		Subtotal Activity 31				0				2,000	2,000
8	34	Language instruction - Faculty	2	3000		6,000	2	1,500		3,000	9,000
		Subtotal Activity 32				6,000				3,000	9,000
8	35	K-12 Int'l Economics programs/workshops	2	1000		2,000		0		0	2,000
8	35	SAGE Website development/upgrade on BRICs & MIST		1000		1,000		0		0	1,000
8	35	Support for technology-based IB education		500		500		0		0	500
8	35	CIBERweb development and maintenance		1000		1,000		0		0	1,000
		Subtotal Activity 33				4,500				0	4,500
9		Total Direct Costs				334,385				343,089	677,475
11		Less: Scholarships and Tuition				2,500				49,000	51,500
9		Modified Total Direct Cost Base				331,885				294,089	625,975
10		Indirect Costs @ 8%				26,551				23,527	50,078
11		Training Stipends				2,500				49,000	51,500
12		TOTAL Costs				360,936				366,616	727,552

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Budget Narrative: Project Year 2			U.S. Dept. of Education Project Year 2 2015-2016				Texas A&M University Project Year 2 2015-2016				Total Year 2
Budget Category	Activity No.		%/No.	Unit Costs	Employ. Period	Total Costs	%/No.	Unit Costs	Employ. Period	Total Costs	
		PROG. DEVELOPMENT/ADMINISTRATION (Adm)									
1	Adm	Exec. Director - Gaspar	40%	13,783	12	66,156	40%	13,783	12	66,156	132,313
1	Adm	Education - Pustay					5%	17,936	9	8,071	8,071
1	Adm	Research - Eden					5%	19,449	9	8,752	8,752
1	Adm	Program Coordinator - Lane	50%	3,890	12	23,339	50%	3,890	12	23,339	46,679
1	Adm	Business Administrator - Loudat	50%	3,713	12	22,279	50%	3,713	12	22,279	44,558
1	Adm	Business Associate - Ethridge	50%	2,061	12	12,368	50%	2,061	12	12,368	24,737
		Subtotal Full-time Personnel				124,143				140,966	265,109
2	Adm	Fringe Benefits - Full-time personnel @ 17.7%				21,973				24,951	46,924
2	Adm	Group Medical - Gaspar @ \$591/mo	40%	591	12	2,837	40%	591	12	2,837	5,674
2	Adm	Group Medical - Pustay @ \$591/mo				0	5%	591	9	266	266
2	Adm	Group Medical - Eden @ \$591/mo				0	5%	591	9	266	266
2	Adm	Group Medical - Lane @ \$591/mo	50%	591	12	3,546	50%	591	12	3,546	7,092
2	Adm	Group Medical - Loudat @ \$591/mo	50%	591	12	3,546	50%	591	12	3,546	7,092
2	Adm	Group Medical - Ethridge @ \$591/mo	50%	591	12	3,546	50%	591	12	3,546	7,092
2.1	Adm	Fringe Benefits - Student Workers @ 10%				300				700	1,000
2.2	Adm	Group Medical - Grad. Assistant @ \$236/mo				0				0	0
3	Adm	Prog. Dev/Admin. Travel - foreign	1	4,000		4,000	1	4,000		4,000	8,000
3	Adm	Prog. Dev./Admin. Travel - domestic	6	1,250		7,500				0	7,500
3	Adm	External Prog. Evaluation travel		0		0		0		0	0
8	Adm	External Evaluator: Hoskisson		0		0		0		0	0
5	Adm	Supplies (Computer Supplies, printing, subscriptions, etc.)		8,000		8,000		2,000		2,000	10,000
8	Adm	Other Program Evaluation expenses		15,000		15,000		0		0	15,000
8	Adm	Program Evaluation - Simpson		5,000		5,000		0		0	5,000
8	Adm	Language/Culture Prog. Management - Arizpe/Ayari		7,000		7,000		0		0	7,000
	Adm	Subtotal Program Dev. Costs				206,391				186,624	393,015
		EDUCATION PROGRAMS									
8	1	RSGCA - student sup. for Costa Rica, France, Ghana/S.Africa		0		0	36	2,000		72,000	72,000
3	1	RSGCA - travel sup. for Costa Rica, France, Ghana/S.Africa		0		0		0		0	0
8	1	RSGCA - materials for Costa Rica, France, Ghana/S.Africa		500		500		0		0	500
		Subtotal Activity 1				500				72,000	72,500
3	2	Overseas Immersion: faculty travel to Costa Rica		2,000		2,000		0		0	2,000
8	2	Overseas Immersion: scholarships Emerging Mkts.		0		0	80	500		40,000	40,000
8	2	Overseas Immersion: scholarships to Costa Rica		0		0	10	500		5,000	5,000
		Subtotal Activity 2				2,000				45,000	47,000
8	3	IB Curriculum development		0		0	1	5,000		5,000	5,000
8	3	Middle East certificate program development: faculty	1	8,000		8,000		0		0	8,000
8	3	NASBITE CGBP Exam	20	125		2,500		0		0	2,500
8	3	IB Track promotional material		1,500		1,500		0		0	1,500
		Subtotal Activity 3				12,000				5,000	17,000
8	5	Promotional materials for hispanic student outreach		1,000		1,000		0		0	1,000
		Subtotal Activity 5				1,000				0	1,000
3	6	IB Internships: student travel support (Global)	20	1,000		20,000	20	800		16,000	36,000
		Subtotal Activity 6				20,000				16,000	36,000
1.1	7	Mays Global Ambassadors: Student worker	2	1,500		3,000		0		0	3,000
		Subtotal Activity 7				3,000				0	3,000
8	8	Study abroad scholarships		0		0	2	2,000		4,000	4,000
		Subtotal Activity 8				0				4,000	4,000
3	9	Doctoral student travel to Costa Rica	1	750		750		0		0	750
8	9	Doctoral student participation in FDIB program		0		0	1	1,500		1,500	1,500
8	9	Co-sponsorship for Doctoral Education In Business		2,500		2,500		0		0	2,500
8	9	Doctoral student support in FDIB programs	2	1,000		2,000		0		0	2,000
		Subtotal Activity 9				5,250				1,500	6,750
3	10	Travel cost to set up Uzbek program		4,000		4,000		0		0	4,000
8	10	Student participation support for Costa Rica boot camp	10	500		5,000		0		0	5,000
		Subtotal Activity 10				9,000				0	9,000
1	11	Foreign Language Training: student worker		0		0	1	7,000		7,000	7,000
5	11	Virtual training programs and software		1,500		1,500		0		0	1,500
8	11	Language tutorials	5	500		2,500		0		0	2,500
8	11	Language immersion scholarships	5	500		2,500		0		0	2,500
		Subtotal Activity 11				6,500				7,000	13,500
8	13	IBnetwork other services and videos		0		0		800		800	800
		Subtotal Activity 13				0				800	800

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Budget Narrative: Project Year 2			U.S. Dept. of Education Project Year 2 2015-2016				Texas A&M University Project Year 2 2015-2016				Total Year 2
Budget Category	Activity No.		%/No.	Unit Costs	Employ. Period	Total Costs	%/No.	Unit Costs	Employ. Period	Total Costs	
		RESEARCH ACTIVITIES									
8	15	American Credit Crisis on US Competitiveness	2	1500		3,000		0		0	3,000
		Subtotal Activity 15				3,000				0	3,000
8	16	Role of Int'l Entrep. on Amer. Global Comp. support		1500		1,500		0		0	1,500
		Subtotal Activity 16				1,500				0	1,500
8	17	Rise of Emerging Economies... research support		1000		1,000		0		0	1,000
		Subtotal Activity 17				1,000				0	1,000
	18	Emerging Economies & Multinational Enter. travel		0		0		0		0	0
		Subtotal Activity 18				0				0	0
8	20	Impact of Immigration Reform on Nat'l Security		3,000		3,000		0		0	3,000
		Subtotal Activity 19				3,000				0	3,000
8	21	Environ./Green Social Resp. and MNE Competitiveness		3000		3,000		0		0	3,000
		Subtotal Activity 20				3,000				0	3,000
8	22	Country Institutional Envir. and Impact on Corp. Strgy		3000		3,000		0		0	3,000
		Subtotal Activity 21				3,000				0	3,000
8	23	Int'l Dimensions of Corp. Gov. and Exec. Compensation		3000		3,000		0		0	3,000
		Subtotal Activity 22				3,000				0	3,000
8	24	Optimizing Global Supply Chain - research support		0		0		0		0	0
		Subtotal Activity 23				0				0	0
8	25	Effectiveness of Offer IB Certification Utilizing MOOCs		0		0		0		0	0
		Subtotal Activity 24				0				0	0
3	26	Faculty & Doctoral Student & Foreign Lang. - travel	5	1000		5,000	5	1000		5,000	10,000
8	26	Faculty & Doctoral Student & Foreign Lang. - research	4	500		2,000		0		0	2,000
		Subtotal Activity 25				7,000				5,000	12,000
8	28	Analyzing Perceived Barriers to Studying Abroad support		0		0		0		0	0
		Subtotal Activity 26				0				0	0
		OUTREACH ACTIVITIES									
3	29	Internationalizing minority-serving prog. - faculty travel	2	750		1,500		0		0	1,500
3	29	Texas Community Colleges Global Init. - faculty travel	3	500		1,500		0		0	1,500
8	29	Co-Sponsorship of Globalizing MSI programs		6000		6,000		0		0	6,000
8	29	MSI Faculty support		4000		4,000		0		0	4,000
8	29	IB Institutes for Community Col. Faculty Development		1500		1,500		0		0	1,500
		Subtotal Activity 27				14,500				0	14,500
3	30	FDIB & Language programs - Travel support	4	750		3,000		0		0	3,000
8	30	CIBER Business Language conference support		1000		1,000		0		0	1,000
8	30	Washington DC FDIB for MSI faculty support		2000		2,000		0		0	2,000
8	30	K-12 Language for Business conference		500		500		0		0	500
8	30	Internationalizing Bus. Educ. Symposia at MSI campuses		1000		1,000		0		0	1,000
8	30	MSI support for NAFSA conference		4000		4,000		0		0	4,000
		Subtotal Activity 28				11,500				0	11,500
3	31	FDIB travel support		0		0		0		0	0
3	31	Travel support for TAMU CIBER Sponsored MSI's		4000		4,000		0		0	4,000
8	31	Support for CIBER co-sponsored FDIB programs	4	1000		4,000		0		0	4,000
		Subtotal Activity 29				8,000				0	8,000
8	33	Global Market Series: Export Cert. program support		0		0		2,000		2,000	2,000
		Subtotal Activity 31				0				2,000	2,000
8	34	Language instruction - Faculty	2	3000		6,000	2	1,500		3,000	9,000
		Subtotal Activity 32				6,000				3,000	9,000
8	35	K-12 Int'l Economics programs/workshops	2	1000		2,000		0		0	2,000
8	35	Support for technology-based IB education		500		500		0		0	500
8	35	CIBERweb development and maintenance		1000		1,000		0		0	1,000
		Subtotal Activity 33				3,500				0	3,500
9		Total Direct Costs				333,641				347,924	681,565
11		Less: Scholarships and Tuition				2,500				49,000	51,500
9		Modified Total Direct Cost Base				331,141				298,924	630,065
10		Indirect Costs @ 8%				26,491				23,914	50,405
11		Training Stipends				2,500				49,000	51,500
12		TOTAL Costs				360,133				371,838	731,971

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Budget Narrative: Project Year 3			U.S. Dept. of Education Project Year 3 2016-2017				Texas A&M University Project Year 3 2016-2017				Total Year 3
Budget Category	Activity No.		%/No.	Unit Costs	Employ. Period	Total Costs	%/No.	Unit Costs	Employ. Period	Total Costs	
		PROG. DEVELOPMENT/ADMINISTRATION (Adm)									
1	Adm	Exec. Director - Gaspar	40%	14,196	12	68,141	40%	14,196	12	68,141	136,282
1	Adm	Education - Pustay					5%	18,474	9	8,313	8,313
1	Adm	Research - Eden					5%	20,032	9	9,015	9,015
1	Adm	Program Coordinator - Lane	50%	4,007	12	24,040	50%	4,007	12	24,040	48,079
1	Adm	Business Administrator - Loudat	50%	3,825	12	22,947	50%	3,825	12	22,947	45,895
1	Adm	Business Associate - Ethridge	50%	2,123	12	12,739	50%	2,123	12	12,739	25,479
		Subtotal Full-time Personnel				127,867				145,195	273,063
2	Adm	Fringe Benefits - Full-time personnel @ 17.7%				22,633				25,700	48,332
2	Adm	Group Medical - Gaspar @ \$591/mo	40%	591	12	2,837	40%	591	12	2,837	5,674
2	Adm	Group Medical - Pustay @ \$591/mo				0	5%	591	9	266	266
2	Adm	Group Medical - Eden @ \$591/mo				0	5%	591	9	266	266
2	Adm	Group Medical - Lane @ \$591/mo	50%	591	12	3,546	50%	591	12	3,546	7,092
2	Adm	Group Medical - Loudat @ \$591/mo	50%	591	12	3,546	50%	591	12	3,546	7,092
2	Adm	Group Medical - Ethridge @ \$591/mo	50%	591	12	3,546	50%	591	12	3,546	7,092
2.1	Adm	Fringe Benefits - Student Workers @ 10%				1,000				0	1,000
2.2	Adm	Group Medical - Grad. Assistant @ \$236/mo				0				0	0
3	Adm	Prog. Dev/Admin. Travel - foreign	1	4,000		4,000	1	4,000		4,000	8,000
3	Adm	Prog. Dev./Admin. Travel - domestic	6	1,250		7,500				0	7,500
3	Adm	External Prog. Evaluation travel		0		0				0	0
8	Adm	External Evaluator: Hoskisson		0		0				0	0
5	Adm	Supplies (Computer Supplies, printing, subscriptions, etc.)		8,000		8,000		2,000		2,000	10,000
8	Adm	Other Program Evaluation expenses		10,000		10,000				0	10,000
8	Adm	Program Evaluation - Simpson		5,000		5,000				0	5,000
8	Adm	Language/Culture Prog. Management - Arizpe/Ayari		7,000		7,000				0	7,000
	Adm	Subtotal Program Dev. Costs				206,475				190,902	397,376
		EDUCATION PROGRAMS									
8	1	RSGCA - student sup. for Costa Rica, France, Ghana/S.Africa		0		0	36	2,000		72,000	72,000
8	1	RSGCA - materials for Costa Rica, France, Ghana/S.Africa		500		500		0		0	500
		Subtotal Activity 1				500				72,000	72,500
3	2	Overseas Immersion: faculty travel to S. Africa		2,000		2,000				0	2,000
8	2	Overseas Immersion: scholarships Emerging Mkts.		0		0	80	500		40,000	40,000
8	2	Overseas Immersion: scholarships to Costa Rica		0		0	10	500		5,000	5,000
		Subtotal Activity 2				2,000				45,000	47,000
8	3	IB Curriculum development		0		0	1	6,000		6,000	6,000
8	8	Middle East certificate program development: faculty	1	8,000		8,000		0		0	8,000
8	3	NASBITE CGBP Exam	20	125		2,500		0		0	2,500
		Subtotal Activity 3				10,500				6,000	16,500
8	5	Promotional materials for hispanic student outreach		1,000		1,000		0		0	1,000
		Subtotal Activity 5				1,000				0	1,000
3	6	IB Internships: student travel support (Global)	20	1,000		20,000	20	800		16,000	36,000
		Subtotal Activity 6				20,000				16,000	36,000
1.1	7	Mays Global Ambassadors: Student worker	2	1,500		3,000		0		0	3,000
		Subtotal Activity 7				3,000				0	3,000
8	8	Study abroad scholarships		0		0	2	2,000		4,000	4,000
		Subtotal Activity 8				0				4,000	4,000
3	9	Doctoral student travel to Costa Rica	1	750		750		0		0	750
8	9	Doctoral student participation in FDIB program		0		0	1	1,500		1,500	1,500
		Subtotal Activity 9				750				1,500	2,250
3	10	Travel support to Uzbek program	2	2,000		4,000		0		0	4,000
8	10	Student participation support for Costa Rica boot camp	10	500		5,000		0		0	5,000
		Subtotal Activity 10				9,000				0	9,000
1	11	Foreign Language Training: student worker	1	7000		7,000		0		0	7,000
5	11	Virtual training programs and software		1500		1,500		0		0	1,500
8	11	Language tutorials	5	500		2,500		0		0	2,500
8	11	Language immersion scholarships	5	500		2,500		0		0	2,500
		Subtotal Activity 11				13,500				0	13,500
8	13	IBnetwork other services and videos		0		0		800		800	800
		Subtotal Activity 13				0				800	800

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Budget Narrative: Project Year 3			U.S. Dept. of Education Project Year 3 2016-2017				Texas A&M University Project Year 3 2016-2017				Total Year 3
Budget Category	Activity No.		%/No.	Unit Costs	Employ. Period	Total Costs	%/No.	Unit Costs	Employ. Period	Total Costs	
		RESEARCH ACTIVITIES									
8	15	American Credit Crisis on US Competitiveness	2	1500		3,000		0		0	3,000
		Subtotal Activity 15				3,000				0	3,000
8	16	Role of Int'l Entrep. on Amer. Global Comp. support	1	1500		1,500		0		0	1,500
		Subtotal Activity 16				1,500				0	1,500
8	17	Rise of Emerging Economies... research support	1	1000		1,000		0		0	1,000
		Subtotal Activity 17				1,000				0	1,000
3	18	Emerging Economies & Multinational Enter. travel	1	2500		2,500		0		0	2,500
		Subtotal Activity 18				2,500				0	2,500
8	19	Impact of Immigration Reform on Nat'l Security		0		0		0		0	0
		Subtotal Activity 19				0				0	0
8	20	Environ./Green Social Resp. and MNE Competitiveness		0		0		0		0	0
		Subtotal Activity 20				0				0	0
8	21	Country Institutional Envir. and Impact on Corp. Strgy		3000		3,000		0		0	3,000
		Subtotal Activity 21				3,000				0	3,000
8	22	Int'l Dimensions of Corp. Gov. and Exec. Compensation		3000		3,000		0		0	3,000
		Subtotal Activity 22				3,000				0	3,000
8	23	Optimizing Global Supply Chain - research support		3000		3,000		0		0	3,000
		Subtotal Activity 23				3,000				0	3,000
8	24	Effectiveness of Offer IB Certification Utilizing MOOCs		3000		3,000		0		0	3,000
		Subtotal Activity 24				3,000				0	3,000
3	25	Faculty & Doctoral Student & Foreign Lang. - travel	5	1000		5,000	5	1000		5,000	10,000
8	25	Faculty & Doctoral Student & Foreign Lang. - research	4	500		2,000					2,000
		Subtotal Activity 25				7,000				5,000	12,000
8	26	Analyzing Perceived Barriers to Studying Abroad support		0		0		0		0	0
		Subtotal Activity 26				0				0	0
		OUTREACH ACTIVITIES									
3	27	Internationalizing minority-serving prog. - faculty travel	2	750		1,500		0		0	1,500
8	27	Texas Community Colleges Global Init. - faculty travel	3	500		1,500		0		0	1,500
8	27	Co-Sponsorship of Globalizing MSI programs		6000		6,000		0		0	6,000
8	27	MSI Faculty support		4000		4,000		0		0	4,000
8	27	IB Institutes for Community Col. Faculty Development		1000		1,000		0		0	1,000
		Subtotal Activity 27				14,000				0	14,000
3	28	FDIB & Language programs - Travel support	4	750		3,000		0		0	3,000
8	28	CIBER Business Language conference support		1000		1,000		0		0	1,000
8	28	Business Communication for language Teachers conf		500		500		0		0	500
8	28	K-12 Language for Business conference		500		500		0		0	500
8	28	Business Language/Culture Workshops		2000		2,000		0		0	2,000
8	28	MSI support for NAFSA conference		4000		4,000		0		0	4,000
		Subtotal Activity 28				11,000				0	11,000
3	29	FDIB travel support		0		0		0		0	0
3	29	Travel support for TAMU CIBER Sponsored MSI's		4000		4,000		0		0	4,000
8	29	Support for CIBER co-sponsored FDIB programs	4	1000		4,000		0		0	4,000
		Subtotal Activity 31				8,000				0	8,000
8	31	Global Market Series: Export Cert. program support				0		2,000		2,000	2,000
		Subtotal Activity 31				0				2,000	2,000
8	32	Language instruction - Faculty	2	3000		6,000	2	1,500		3,000	9,000
		Subtotal Activity 32				6,000				3,000	9,000
8	33	K-12 Int'l Economics programs/workshops	2	1000		2,000		0		0	2,000
8	33	SAGE Website development/upgrade on BRICs & MIST		1000		1,000		0		0	1,000
8	33	Support for technology-based IB education		500		500		0		0	500
8	33	CIBERweb development and maintenance		1000		1,000		0		0	1,000
		Subtotal Activity 33				4,500				0	4,500
9		Total Direct Costs				337,225				346,202	683,426
11		Less: Scholarships and Tuition				2,500				49,000	51,500
9		Modified Total Direct Cost Base				334,725				297,202	631,926
10		Indirect Costs @ 8%				26,778				23,776	50,554
11		Training Stipends				2,500				49,000	51,500
12		TOTAL Costs				364,003				369,978	733,980

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Budget Narrative: Project Year 4			U.S. Dept. of Education Project Year 4 2017-2018				Texas A&M University Project Year 4 2017-2018				Total Year 4
Budget Category	Activity No.		%/No.	Unit Costs	Employ. Period	Total Costs	%/No.	Unit Costs	Employ. Period	Total Costs	
		PROG. DEVELOPMENT/ADMINISTRATION (Adm)									
1	Adm	Exec. Director - Gaspar	40%	14,622	12	70,185	40%	14,622	12	70,185	140,371
1	Adm	Education - Pustay					5%	19,028	9	8,563	8,563
1	Adm	Research - Eden					5%	20,633	9	9,285	9,285
1	Adm	Program Coordinator - Lane	50%	4,127	12	24,761	50%	4,127	12	24,761	49,521
1	Adm	Business Administrator - Loudat	50%	3,939	12	23,636	50%	3,939	12	23,636	47,271
1	Adm	Business Associate - Ethridge	50%	2,187	12	13,122	50%	2,187	12	13,122	26,243
		Subtotal Full-time Personnel				131,703				149,551	281,255
2	Adm	Fringe Benefits - Full-time personnel @ 17.7%				23,312				26,471	49,782
2	Adm	Group Medical - Gaspar @ \$591/mo	40%	591	12	2,837	40%	591	12	2,837	5,674
2	Adm	Group Medical - Pustay @ \$591/mo				0	5%	591	9	266	266
2	Adm	Group Medical - Eden @ \$591/mo				0	5%	591	9	266	266
2	Adm	Group Medical - Lane @ \$591/mo	50%	591	12	3,546	50%	591	12	3,546	7,092
2	Adm	Group Medical - Loudat @ \$591/mo	50%	591	12	3,546	50%	591	12	3,546	7,092
2	Adm	Group Medical - Ethridge @ \$591/mo	50%	591	12	3,546	50%	591	12	3,546	7,092
2.1	Adm	Fringe Benefits - Student Workers @ 10%				991					991
2.2	Adm	Group Medical - Grad. Assistant @ \$236/mo				0				0	0
3	Adm	Prog. Dev/Admin. Travel - foreign	1	3,000		3,000	1	4,000		4,000	7,000
3	Adm	Prog. Dev./Admin. Travel - domestic	6	1,250		7,500				0	7,500
3	Adm	External Prog. Evaluation travel		1,000		1,000		0		0	1,000
5	Adm	Supplies (Computer Supplies, printing, subscriptions, etc.)		8,000		8,000		2,000		2,000	10,000
8	Adm	External Evaluator: Hoskisson		5,000		5,000		0		0	5,000
8	Adm	Other Program Evaluation expenses		10,000		10,000		0		0	10,000
8	Adm	Program Evaluation - Simpson		5,000		5,000		0		0	5,000
8	Adm	Language/Culture Prog. Management - Arizpe/Ayari		0		0		0		0	0
	Adm	Subtotal Program Dev. Costs				208,981				196,028	405,009
		EDUCATION PROGRAMS									
8	1	RSGCA - student sup. for Costa Rica, France, Ghana/S.Africa		0		0	36	2,000		72,000	72,000
8	1	RSGCA - materials for Costa Rica, France, Ghana/S.Africa		500		500		0		0	500
		Subtotal Activity 1				500				72,000	72,500
3	2	Overseas Immersion: faculty travel to Costa Rica		2,000		2,000		0		0	2,000
8	2	Overseas Immersion: scholarships Emerging Mkts.		0		0	80	500		40,000	40,000
8	2	Overseas Immersion: scholarships to Costa Rica		0		0	10	500		5,000	5,000
		Subtotal Activity 2				2,000				45,000	47,000
8	3	IB Curriculum development		0		0	1	6,000		6,000	6,000
8	3	Middle East certificate program development: faculty	1	8,000		8,000		0		0	8,000
8	3	NASBITE CGBP Exam	40	125		5,000		0		0	5,000
		Subtotal Activity 3				13,000				6,000	19,000
8	5	Promotional materials for hispanic student outreach		1,000		1,000		0		0	1,000
		Subtotal Activity 5				1,000				0	1,000
3	6	IB Internships: student travel support (Global)	20	1,000		20,000	20	800		16,000	36,000
		Subtotal Activity 6				20,000				16,000	36,000
1.1	7	Mays Global Ambassadors: Student worker	2	1,500		3,000		0		0	3,000
		Subtotal Activity 7				3,000				0	3,000
8	8	Study abroad scholarships		0		0	2	2,000		4,000	4,000
		Subtotal Activity 8				0				4,000	4,000
3	9	Doctoral student travel to Costa Rica	1	750		750		0		0	750
8	9	Doctoral student participation in FDIB program		0		0	1	1,500		1,500	1,500
8	9	Co-sponsorship for Doctoral Education In Business		2,500		2,500		0		0	2,500
8	9	Doctoral student support in FDIB programs	2	1,000		2,000		0		0	2,000
		Subtotal Activity 9				5,250				1,500	6,750
3	10	Travel support for participants to Uzbek program	2	2,000		4,000		0		0	4,000
8	10	Student participation support for Costa Rica boot camp	10	500		5,000		0		0	5,000
		Subtotal Activity 10				9,000				0	9,000
1	11	Foreign Language Training: student worker	1	6915		6,915		0		0	6,915
5	11	Virtual training programs and software		1500		1,500		0		0	1,500
8	11	Language tutorials	5	500		2,500		0		0	2,500
8	11	Language immersion scholarships	5	500		2,500		0		0	2,500
		Subtotal Activity 11				13,415				0	13,415
8	13	IBnetwork other services and videos		0		0		800		800	800
		Subtotal Activity 13				0				800	800

Supplement 28

Budget Narrative: Project Year 4			U.S. Dept. of Education Project Year 4 2017-2018				Texas A&M University Project Year 4 2017-2018				Total Year 4
Budget Category	Activity No.		%/No.	Unit Costs	Employ. Period	Total Costs	%/No.	Unit Costs	Employ. Period	Total Costs	
		RESEARCH ACTIVITIES									
8	15	American Credit Crisis on US Competitiveness	2	1500		3,000		0		0	3,000
		Subtotal Activity 15				3,000				0	3,000
8	16	Role of Int'l Entrep. on Amer. Global Comp. support		1500		1,500		0		0	1,500
		Subtotal Activity 16				1,500				0	1,500
8	17	Rise of Emerging Economies... research support		1000		1,000		0		0	1,000
		Subtotal Activity 17				1,000				0	1,000
8	18	Emerging Economies & Multinational Enter. travel		0		0		0		0	0
		Subtotal Activity 18				0				0	0
8	19	Impact of Immigration Reform on Nat'l Security		0		0		0		0	0
		Subtotal Activity 19				0				0	0
8	20	Environ./Green Social Resp. and MNE Competitiveness		3000		3,000		0		0	3,000
		Subtotal Activity 20				3,000				0	3,000
8	21	Country Institutional Envir. and Impact on Corp. Strgy		0		0		0		0	0
		Subtotal Activity 21				0				0	0
8	22	Int'l Dimensions of Corp. Gov. and Exec. Compensation		0		0		0		0	0
		Subtotal Activity 22				0				0	0
8	23	Optimizing Global Supply Chain - research support		0		0		0		0	0
		Subtotal Activity 23				0				0	0
8	24	Effectiveness of Offer IB Certification Utilizing MOOCs		3000		3,000		0		0	3,000
		Subtotal Activity 24				3,000				0	3,000
3	25	Faculty & Doctoral Student & Foreign Lang. - travel	5	1000		5,000	5	1000		5,000	10,000
8	25	Faculty & Doctoral Student & Foreign Lang. - research	4	500		2,000		0		0	2,000
		Subtotal Activity 25				7,000				5,000	12,000
8	26	Analyzing Perceived Barriers to Studying Abroad support		0		0		0		0	0
		Subtotal Activity 26				0				0	0
		OUTREACH ACTIVITIES									
3	27	Internationalizing minority-serving prog. - faculty travel	2	750		1,500		0		0	1,500
3	27	Texas Community Colleges Global Init. - faculty travel	3	500		1,500		0		0	1,500
8	27	Co-Sponsorship of Globalizing MSI programs		6000		6,000		0		0	6,000
8	27	MSI Faculty support		4000		4,000		0		0	4,000
8	27	IB Institutes for Community Col. Faculty Development		1500		1,500		0		0	1,500
		Subtotal Activity 27				14,500				0	14,500
3	28	FDIB & Language programs - Travel support	4	750		3,000		0		0	3,000
8	28	CIBER Business Language conference support		1000		1,000		0		0	1,000
8	28	Washington DC FDIB for MSI faculty support		2000		2,000		0		0	2,000
8	28	K-12 Language for Business conference		500		500		0		0	500
8	28	Internationalizing Bus. Educ. Symposia at MSI campuses		1000		1,000		0		0	1,000
8	28	MSI support for NAFSA conference		4000		4,000		0		0	4,000
		Subtotal Activity 28				11,500				0	11,500
3	29	FDIB travel support		0		0		0		0	0
3	29	Travel support for TAMU CIBER Sponsored MSI's		4000		4,000		0		0	4,000
8	29	Support for CIBER co-sponsored FDIB programs	4	1000		4,000		0		0	4,000
		Subtotal Activity 29				8,000				0	8,000
8	31	Global Market Series: Export Cert. program support		0		0		2,000		2,000	2,000
		Subtotal Activity 33				0				2,000	2,000
8	32	Language instruction - Faculty	2	3000		6,000	2	1,500		3,000	9,000
		Subtotal Activity 34				6,000				3,000	9,000
8	33	K-12 Int'l Economics programs/workshops	2	1000		2,000		0		0	2,000
8	33	Support for technology-based IB education		500		500		0		0	500
8	33	CIBERweb development and maintenance		1000		1,000		0		0	1,000
		Subtotal Activity 35				3,500				0	3,500
9		Total Direct Costs				338,146				351,328	689,474
11		Less: Scholarships and Tuition				2,500				49,000	51,500
9		Modified Total Direct Cost Base				335,646				302,328	637,974
10		Indirect Costs @ 8%				26,852				24,186	51,038
11		Training Stipends				2,500				49,000	51,500
12		TOTAL Costs				364,997				375,515	740,512

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Texas A&M University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	128,527.00	127,143.00	137,867.00	141,620.00	0.00	535,157.00
2. Fringe Benefits	35,608.00	35,748.00	37,108.00	37,777.00	0.00	146,241.00
3. Travel	67,750.00	53,250.00	55,750.00	53,250.00	0.00	230,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	9,500.00	9,500.00	9,500.00	9,500.00	0.00	38,000.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	90,500.00	105,500.00	94,500.00	93,500.00	0.00	384,000.00
9. Total Direct Costs (lines 1-8)	331,885.00	331,141.00	334,725.00	335,647.00	0.00	1,333,398.00
10. Indirect Costs*	26,551.00	26,491.00	26,778.00	26,851.00	0.00	106,671.00
11. Training Stipends	2,500.00	2,500.00	2,500.00	2,500.00	0.00	10,000.00
12. Total Costs (lines 9-11)	360,936.00	360,132.00	364,003.00	364,998.00	0.00	1,450,069.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 09/01/2011 To: 08/31/2014 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 45.50 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☒ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
Texas A&M University	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	143,858.00	147,966.00	145,195.00	149,551.00	0.00	586,570.00
2. Fringe Benefits	38,931.00	39,658.00	39,707.00	40,478.00	0.00	158,774.00
3. Travel	27,000.00	25,000.00	25,000.00	25,000.00	0.00	102,000.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	2,000.00	2,000.00	2,000.00	0.00	6,000.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	84,300.00	84,300.00	85,300.00	85,300.00	0.00	339,200.00
9. Total Direct Costs (lines 1-8)	294,089.00	298,924.00	297,202.00	302,329.00	0.00	1,192,544.00
10. Indirect Costs	23,527.00	23,914.00	23,776.00	24,186.00	0.00	95,403.00
11. Training Stipends	49,000.00	49,000.00	49,000.00	49,000.00	0.00	196,000.00
12. Total Costs (lines 9-11)	366,616.00	371,838.00	369,978.00	375,515.00	0.00	1,483,947.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	<input type="text" value="Julian"/>	<input type="text"/>	<input type="text" value="Gaspar"/>	<input type="text" value="Ph.D"/>

Address:

Street1:	<input type="text" value="Center for International Business Studies"/>
Street2:	<input type="text" value="Mays School of Business - 230 Wehner"/>
City:	<input type="text" value="College Station"/>
County:	<input type="text" value="Brazos"/>
State:	<input type="text" value="TX: Texas"/>
Zip Code:	<input type="text" value="77843-4116"/>
Country:	<input type="text" value="USA: UNITED STATES"/>

Phone Number (give area code)	Fax Number (give area code)
<input type="text" value="979-847-5754"/>	<input type="text" value="979-845-1710"/>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☒ Yes ☐ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☒ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	<input type="button" value="Add Attachment"/>	<input type="button" value="Delete Attachment"/>	<input type="button" value="View Attachment"/>
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